

Analysis of English Teaching in Colleges and Universities from the Perspective of Cross-border E-commerce

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Abstract: Under the background of the Internet era, the further development of e-commerce and foreign trade economy has been promoted. Simultaneously, higher requirements have been put forward for colleges and universities to carry out the training of e-commerce English talents. To meet the needs of e-commerce English talent training in the construction of the market economy, college English teachers need to carry out English teaching work from the perspective of cross-border e-commerce. This involves improving the English teaching system and enhancing the quality of English teaching from the perspectives of training objectives, curriculum design, practical teaching, and so on. Ultimately, these may effectively enhance the English expression and business communication abilities of Business English majors, thus supplying high-quality English talents for the innovative development of China's cross-border e-commerce industry. Given this, this article combines existing experience and theory and delves into a thorough exploration, by first analyzing the demand for talent development in English from the perspective of cross-border e-commerce, then dissecting the current issues in the training of business English talents, and finally proposing specific teaching strategies to benefit teachers.

Keywords: English teaching; Cross-border e-commerce; Universities; Practice path

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1. Introduction

Cross-border e-commerce has gradually become the main way of China's current trade in this era. This process needs the support of business negotiation ability and computer operation skills. Based on this demand, colleges and universities should give full play to their education functions, carry out targeted English teaching reform in combination with the development trend of cross-border e-commerce, and promote the professional development of business English talents by optimizing the top-level design and reconstructing the teaching model, to promote the steady progress of cross-border e-commerce. English teachers in colleges and universities should aim at cultivating student's ability to master information technology and English business negotiation. In this way, they can not only meet the needs of professional development but also cultivate students' ability to serve society. To be specific, English teachers should try to integrate computer network technology and

foreign trade theory into English classes to innovate business English teaching and improve the pertinence and effectiveness of English teaching.

2. The demand for college English teaching from the perspective of cross-border e-commerce

With the emergence of the new form and economic model of the Internet with foreign trade, English professionals and technicians can no longer meet the fundamental needs of English teaching in the development of the current time. Foreign trade personnel with international trade English skills have been paid more and more attention by major enterprises. At present, especially after the epidemic, it is undergoing in-depth and all-round changes. Cross-border e-commerce has become a major tool for the development of the country's foreign trade, which requires English talents to have certain computer network capabilities and be able to use modern information technology flexibly, which promotes the benign development of China's cross-border e-commerce industry ^[1].

In terms of talent types, there are also significant differences in the demand for transnational e-commerce among enterprises. Small and medium-sized enterprises have the largest demand for professional and technical personnel, they require professional business English professionals with comprehensive technology knowledge. Medium-sized and large enterprises need cross-border e-commerce English talents, especially for business and technical positions of cross-border e-commerce compound talents. However, at present, the training effect of cross-border e-commerce professionals in China is not ideal. There are problems such as insufficient practical application ability, narrow cognitive vision, and weak theoretical foundation of students, which leads to the need for enterprises to organize employees for professional training, which will virtually cause the loss of human, material, and financial resources ^[2].

From the actual research situation, most enterprises require colleges and universities to set up frequent practical courses, and what enterprises lack is not professional and technical talents, but compound talents with comprehensive quality. This is especially true for middle-level personnel who have industry experience. Therefore, while carrying out professional and technical education, higher vocational schools should also pay attention to the comprehensive training of student's practical skills, especially the use of cross-border e-commerce platforms and the use of English. Only in this way, higher vocational schools can better serve cross-border e-commerce enterprises, enhance competitiveness in foreign trade, and play a necessary supporting role in the healthy and rapid development of the country's market economy ^[3].

3. The current difficulties facing business English teaching in colleges and universities

3.1. Lack of optimization of training objectives

The primary task of colleges and universities is to shape highly skilled professionals to adapt to China's market economic environment, so their education standards should be closely adapted to the actual needs of enterprises ^[4]. To this end, universities need to deeply integrate into the operation process and talent training needs of cross-border e-commerce, establish clear educational objectives and curriculum design, and ensure that the teaching content and methods can be carried out around these objectives. However, there are many problems in reaching the goals. First of all, universities often lack the foresight to optimize the goal and fail to execute the goal, resulting in the goal not being effectively converted into specific teaching goals, thus weakening the internal consistency between the goal and teaching practice ^[5]. Secondly, when setting goals, English teachers often lack expert consultation and social research links, which makes the goal of talent training unscientific and not rational, thus

decoupling teaching from the actual development of the cross-border e-commerce industry. Finally, they do not pay enough attention to the cultivation of cultural literacy. Cross-border trade involves multi-culture and policy systems. Colleges and universities should strengthen education in this field in the process of education so that students can fully understand the cultural, economic, and policy dynamics of various countries. However, most teachers do not realize the importance of culture and policy, so they do not incorporate it into goal formulation ^[6].

3.2. The curriculum is not reasonable enough

In some colleges and universities, the addition of e-commerce majors and cross-border e-commerce English courses aims to create all-around and practical English talents that meet the market demand. However, in reality, colleges and universities often fail to accurately match the training goals of talents and the actual needs of the cross-border e-commerce industry in course planning and ultimately fail to give full play to the educational value of courses. For example, if cross-cultural communication courses are not emphasized, they are more inclined to only teach basic courses such as the basic theory of cross-border e-commerce and the operation principle of e-commerce ^[7]. In teaching practice, courses are not closely connected, and there is a lack of integration of Business English with cross-border e-commerce. For example, some schools have set up “Business English for Cross-border E-commerce”, which attempts to cover cultural communication elements in some traditional courses, but due to limited teaching objectives and class schedules, there are few opportunities for an in-depth discussion of cross-cultural communication knowledge. It is difficult for students to fully grasp and deepen their understanding, which ultimately affects the quality of talent training and fails to meet the development needs of the cross-border e-commerce industry. To this end, colleges and universities should optimize the design of cross-border e-commerce business English courses according to clear talent training goals, improve the compatibility of teaching content and goals, and ensure that the quality of education meets the needs of the industry ^[8].

3.3. Single form of practical teaching

Cross-border e-commerce occupies a key role in China’s foreign trade system, which not only broadens the field of China’s trade but also enhances the country’s influence in the global economic pattern. Although Chinese universities adhere to the education policy of attaching equal importance to theory and practice, most still rely on the traditional company internship model in the practical operation. In this way, students often only master the basic skills and knowledge, so it is difficult to integrate and internalize the classroom theoretical knowledge effectively ^[9]. The core of the problem lies in the lack of effectiveness of school-enterprise cooperation and the limitation of practical teaching methods. Enterprises usually only provide limited practical training resources, such as experience guidance and facilities, and fail to allow comprehensive participation in the whole training process, resulting in a disconnect between practical training and classroom teaching. Moreover, the monotonicity of practical teaching methods hinders the implementation of advanced teaching methods and limits students’ in-depth understanding and diversified cognition of cross-border e-commerce, so some students have less interest in practical teaching. Competition-driven learning is an effective countermeasure, but it has not been widely used in practical teaching ^[10].

4. Practice path of college English teaching from the perspective of cross-border e-commerce

4.1. Clarify the English training objectives of cross-border e-commerce

Through in-depth teaching practice and enterprise field visits, this study has refined the core steps of cross-border e-commerce operations. This includes enterprises displaying product and service information through

cross-border platforms, and then users browse, select, and complete the purchase and payment ^[11]. The order is then handed over to a logistics company for global distribution, which involves a series of steps such as clearance inspection, sorting and storage, and distribution until it reaches the consumer. In some cases, manufacturers or companies partner with third-party service companies, entrusting them to handle the logistics, distribution, import, and export of goods. Given this background, the training strategies for business English talents in colleges and universities should be adjusted as follows. First, they should have the ability to communicate and use professional English for cross-border trade. Second, they should have solid import and export regulation understanding and e-commerce operation skills. Third, they have a deep understanding of overseas consumers' consumption culture and online shopping habits. Fourth, they need to master the marketing strategies of mainstream e-commerce platforms. On this basis, colleges and universities need to refine the overall goal into specific teaching goals. For example, when teachers carry out English teaching activities, they should focus on cultivating students' intercultural communication ability and increase the proportion of Western culture teaching. In addition, they should also focus on cultivating students' information technology application ability and oral English communication ability, and clarify and refine the specific teaching goals of each course. In this way, the talent cultivation goal of cross-border e-commerce business English can be effectively integrated into the teaching process, and scientific and systematic English teaching services can be provided for students through goal-oriented teaching design ^[12].

4.2. Improve the English course system for cross-border e-commerce

Under the current trend of globalization, the training of business English talents should focus on understanding cross-border trade, the application of e-commerce platforms, and the practice of precision English expression ability, emphasizing the competency-based education policy. To ensure the effective completion of talent training objectives and enhance the actual effectiveness of cross-border e-commerce composite talents, colleges and universities should re-examine the curriculum system setting and carefully construct the course system related to cross-border e-commerce. First of all, cross-border e-commerce English courses should cover cross-border e-commerce English. Besides the regular English listening, speaking, reading, and writing training, cross-border e-commerce elements should also be naturally integrated into English teaching, so that cross-border e-commerce English courses can be designed to realize the effective integration of English culture, professional skills and knowledge, computer technology, international trade knowledge and platform operation ^[13]. In addition, in classroom teaching, teachers should try their best to use simulated e-commerce platform software. For example, through the Sege cross-border e-commerce platform, students can understand the specific operation mode of cross-border platforms, be familiar with the details of steps such as product listing, order management, logistics, and customer service, thus enhancing practical ability and guiding students to improve their trade communication ability to constantly optimize product uploading and improve the quality of online sales and service. Secondly, cross-border e-commerce English courses should include practice and practical training sections, which can be carried out in a simulated or professional practical training environment, aiming to familiarize students with relevant laws and regulations, operational processes, and actual skills such as market research, product promotion, logistics selection, and platform operation. In this process, students can master the whole operation process, from receiving orders to shipping, customs declaration, collection, and after-sales service. Cross-cultural marketing courses focus on visual marketing strategy, network marketing promotion, sales channel management, and market research, which will help enhance students' practical operation ability and language sensitivity.

4.3. Innovative cross-border business English practice teaching

Practical activities in colleges and universities are crucial to improving students' practical skills, while also helping them gain an in-depth understanding of the dynamics of the social market. Because of the shortcomings of the current practical education system in China, the following suggestions are worth adopting. First, teachers should advocate the use of competition to promote learning. To cater to the trend of mass entrepreneurship and innovation of the Internet, universities should encourage students to participate in various innovation and entrepreneurship competitions. This is so that students can understand cross-border e-commerce planning, after-sales service, customer relationship management, marketing, operation, store design, and so on, mastering industry knowledge and skills^[14]. During the competition, students can practice and learn by running cross-border stores, which can improve their comprehensive application ability and problem-solving abilities. When implementing school-enterprise cooperation, colleges and universities should highlight the dominant position of enterprises in student training. For example, they can invite enterprise experts to make education and practice plans according to the needs of the industry and improve students' operation and service skills with practical training courses to ensure that talent training is compatible with the needs of enterprises. Finally, colleges and universities should also establish training bases, the construction of which can achieve a win-win situation between schools and enterprises through the forms of procurement cooperation, self-employment, and distribution networks, to maximize the use of educational resources^[15].

5. Conclusion

In summary, under the background of cross-border e-commerce, colleges and universities should undertake the teaching responsibility of providing high-quality and high-skilled English talents for the development of the cross-border e-commerce industry. English teachers can take effective measures to reform the talent training system and reconstruct the course teaching model. In this way, they can cultivate students' cross-border e-commerce operation, management, and marketing abilities, effectively improving their oral English communication ability, cultivating their humanistic qualities, and ultimately improving the quality of cross-border e-commerce English talent training.

Disclosure statement

The author declares no conflict of interest.

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