

Exploration and practice of bilingual teaching reform of Cross-border E-commerce -- Taking the e-commerce major of Anhui Xinhua College as an example

Yuhe Wang

Anhui Xinhua University, Hefei 230000, China

Abstract: From the perspective of the transformation and upgrading of cross-border industries and talent needs, this paper aims to study the development of bilingual cross-border e-commerce courses and the cultivation of students' and teachers' practical ability. To achieve the project as the carrier, to English as the medium, to professional ability training as the core goal of the research goal. To explore the path of teaching reform that serves the local economy and promotes the development of the cross-border e-commerce industry and talent training needs. This will not only help to improve the teaching quality of applied undergraduate education and realize the educational goal concept, but also help to promote the talent training of cross-border e-commerce industry, which will play a positive role in the development of the industry.

Keywords: Bilingual course teaching; Cross border e-commerce; personnel training

1. Introduction

According to the statistics of the 2022 Cross-border E-commerce Development Report, China's cross-border e-commerce increased by nearly 10 times from 2016 to 2020, and the import and export scale of cross-border e-commerce reached 1.98 trillion yuan in 2021, an increase of 15% year-on-year, which strongly supported the growth of China's import and export trade and became the most powerful new form of foreign trade. According to the forecast of eMarketer, the global online retail sales will reach 6.5 trillion US dollars in 2023, and the huge overseas e-commerce consumer market provides the best opportunity for Chinese brands to go overseas. According to the 2020 Cross-border E-commerce Development Report, businesses operating home furnishings, clothing and 3C brands all account for more than 40 percent, becoming the core categories of cross-border e-commerce.

According to data from iMedia Research, in 2021, the two largest cross-border e-commerce platforms in China are Tmall International and Kaola Overseas Shopping, accounting for 26.7% and 22.4% of the market, while the market shares of Jingdong International, Suning International and Vipshop International are all above 10%. Data show that from August 2019 to July 2020, the top 5 countries/regions of China's parcel exports to the world are mainly developed countries in Europe and the United States. Among them, China sent the most parcels to the United States, accounting for 35.2 percent, followed by the United Kingdom (6.4 percent) and France (5.6 percent). In recent years, the cross-border e-commerce transaction volume in Anhui has maintained a high growth rate of about 50 percent for six consecutive years. In the first half of 2022, the province's cross-border e-commerce transaction volume reached 13.04 billion yuan, an increase of 48.2%, which has become a new growth point and fresh force for Anhui's steady foreign trade. Cross-border e-commerce enterprises in Anhui province actively respond to the "Belt and Road" initiative, enhance their competitiveness, give full play to the geographical advantages of connecting the east with the west, connecting the south with the north, and deepen practical cooperation with countries and regions jointly building the "Belt and Road", and have introduced key projects and enterprises such as Kaola Overseas Shopping, Cainiao, Ningbo International, Tmall International, Yidatong, Google and Ebe in Hefei, Wuhu and other places.

2. Current status of courses

According to the training goals and educational purposes of our institute for application-oriented talents, in order to adapt to social development and meet the needs of enterprises for cross-border e-commerce talents, our Institute offers the course Introduction to Cross-border E-commerce for E-commerce and Business English majors. In the major of E-commerce, "Introduction to Cross-border E-commerce" is offered to students as a basic course. This course aims to cultivate cross-border e-commerce specialists with strong professional ability, professional knowledge and good professional quality. Through the study of this course, students can understand the basic concepts, models, logistics, payment, marketing and other knowledge of cross-border trade e-commerce, be familiar with the rules of cross-border third-party operation platforms, master the basic work flow of cross-border e-commerce operation, and have cross-border store operation management, bilingual customer service and e-commerce operation technology and other business capabilities. This course has the characteristics of foreign-related activities, high English language requirements, and strong practical comprehensive application course. At present, the teaching form of this course is mainly experimental courses, students through cross-border e-commerce practical training software for computer practice operations, the examination form is mainly.

3. Problems in personnel training

1. Industry talent problem

According to the "China Import Development Report 2022", the shortage of cross-border e-commerce merchants in China has reached

4.5 million, and the annual growth rate is 30%. According to the “2021 Foreign trade industry Talent Situation Research Report” released by Zhaopin.com, the demand for foreign trade talents in the first quarter of 2021 increased by 11.2% year-on-year, while the number of resumes delivered by the foreign trade industry decreased by 35.6% year-on-year. The increasing demand corresponds to the declining resume delivery, and the supply of talents is seriously insufficient. Therefore, the reform and exploration of applied courses of cross-border e-commerce has become an inevitable need for applied undergraduate colleges to serve local economic development. They need bilingual practical talents with cross-border theoretical knowledge and practical operation ability. However, the ability of students studying cross-border e-commerce in colleges and universities is far from that required by cross-border e-commerce enterprises, and the cultivation of talents cannot keep up with the development of the industry. Therefore, in the direction of talent training, colleges and universities should pay more attention to the comprehensive cultivation of professional skills of talents.

2. Cross-border talents training of e-commerce major in our university

(1) Students’ English ability is not strong

Students majoring in e-commerce are offered only one English course, College English, and there is no English course specifically for cross-border e-commerce. According to the survey and interview, the students have the problem of English proficiency and lack of interest in English learning. It is difficult for graduates to achieve the goal of cultivating e-commerce talents with an international perspective. As a result, students will miss some business opportunities in the actual cross-border e-commerce work due to poor language skills, and have less competitive advantage compared with English major graduates. At the same time, it is difficult to meet the recruitment needs of cross-border e-commerce enterprises for bilingual talents.

(2) Chinese teaching is not enough to adapt to the nature of cross-border e-commerce work

Qualified cross-border e-commerce operators need to have certain English language quality for communication with overseas customers, store construction and commodity copy release. The existing practical training software has a lot of English content such as simulated English working environment and commodity copywriting. During the practical training, students mainly rely on the online translation system to simply “copy” and “paste” to complete language understanding and practical training tasks. This learning method is not of substantial help to the mastery of English. In addition, e-commerce teachers lack English teaching experience, which can not promote students’ interest in English learning from the level of teachers.

(3) The course evaluation mechanism and assessment method are single

At present, the assessment method of this course is only examination and assessment. The form of examination is mainly homework and on-the-machine training. The on-board training assessment mainly focuses on the existing cross-border e-commerce simulation platform. On the one hand, the single assessment method can not truly reflect the learning effect of students, on the other hand, it will lead to students’ insufficient attention and investment in the course. In the end, the expected teaching results can not be formed.

(4) There is a shortage of bilingual and double-qualified teachers in this major

As the bilingual course of Cross-border E-commerce is a new course for the major of E-commerce, there are only two teachers with overseas education background who can engage in bilingual teaching. If professional English teachers from the School of Foreign Languages are selected to teach this course, they cannot meet the requirements of the course for teaching cross-border e-commerce practice. Due to the shortage of bilingual talents, the shortage of educational resources and the high requirements of industry experience. As a result, there are relatively few talents with bilingual ability and practical experience in cross-border e-commerce, which brings certain difficulties to the recruitment and training of bilingual teachers.

4. The overall idea of curriculum construction

According to the overall requirements of the reform of application-oriented undergraduate colleges and universities and the demand for talents in the cross-border e-commerce industry, in view of the curriculum problems raised above, the curriculum team’s overall ideas for the course construction are as follows.

1. Reform of bilingual teaching mode

In terms of teaching language, it is emphasized that the teaching reform is not limited to the conversion of teaching language and teaching resources from Chinese to English, but takes English as the medium and vocational ability training as the core goal on the basis of cultivating students’ bilingual ability. The reform will re-formulate or optimize the talent training objectives and course teaching objectives of cross-border e-commerce courses according to the latest employment standards and industry needs of cross-border e-commerce industry. Through in-depth cooperation with cross-border e-commerce companies and platforms, we will explore the real work flow of cross-border e-commerce as a cue, and emphasize the training of cross-border e-commerce operation ability in each link with bilinguals; To explore the bilingual teaching mode suitable for the English level of e-commerce majors. Through project-based teaching, students are helped to fully master the knowledge of cross-border e-commerce processes, professional terms, cross-cultural communication, etc., so as to improve learners’ ability to use English correctly and enhance their competitiveness in cross-border e-commerce business activities. In addition, on the basis of bilingual teaching and practical training mode, flipped classroom and online and offline mixed teaching system are also the direction of future reform.

In terms of teaching materials, the course will explore the teaching content by combining the Bilingual Course of Cross-border E-commerce published by Tsinghua University Press and the working ability requirements of cross-border e-commerce enterprises, and sort out the handouts suitable for students in our school. For example, new courses such as cross-border e-commerce English inquiry, customer

service English email writing, cross-border store operation, overseas new media live operation, cross-border commodity copywriting, overseas social media account operation will be added.

2. Reform of practical teaching and practical operation platform

Our school is adjacent to Anhui Shushan Cross-border E-commerce Park, and this study will actively connect with the enterprises of the e-commerce park, try to introduce cross-border e-commerce industry institutions, explore a deep and comprehensive curriculum + enterprise cooperation model, build a practical training platform, establish a studio, and conduct real foreign trade business. Students participate in the studio work, and the whole process is concerned, communicated and guided by instructors and industry business managers. The practical operation runs through the whole process of students' learning in class, and the seamless docking between the school and the company is truly implemented.

In addition, on the basis of the original simulation of cross-border e-commerce training software, the real cross-border e-commerce industry practical operation platform will be added. By teaching students to open real cross-border e-commerce platform accounts on lazada, Amazon, AliExpress, Tiktok and other platforms, real cross-border commodities will be introduced. To improve students' cross-border platform practical operation ability in the form of a studio. And create a real working environment through classroom teaching to achieve the connection between courses and the upgrading and transformation of cross-border industries.

3. Reform of the evaluation mechanism and assessment methods

For the course "Cross-border E-commerce", the multi-dimensional evaluation method of "English + practice" is adopted. First, cross-border industry English proficiency test. The test provides oral and written tests for students in accordance with cross-border work scenarios and talent ability needs. Second, practical ability evaluation. Cross-border e-commerce involves the assessment of practical operation and practical ability, which can be introduced in the form of practical projects, internship experience and actual case analysis to assess students' practical operation ability and problem-solving ability. Third, industry certification assessment: It is possible to cooperate with certification bodies in the cross-border e-commerce industry, for example, Alibaba cross-border e-commerce teacher (Level 3) certification exam. The industry certification examination will be incorporated into the evaluation system to evaluate the practical application ability and professional quality of students in the cross-border e-commerce industry.

4. Building a team of "bilingual and double-qualified" teachers

In order to improve the level of the original teachers of the e-commerce major and rebuild a new group of practical "bilingual and double-qualified" teachers, the e-commerce major adopts the following construction paths. First, during the winter and summer holidays, teachers regularly practice in cooperative cross-border e-commerce enterprises in our school, and train "double-qualified" teachers through deep participation in work processes and projects, so as to reduce the gap between theory and practice. Secondly, experts from cross-border e-commerce enterprises are introduced into the classroom or give lectures in the name of enterprise tutors. Third, establish a "bilingual" teacher training mechanism. I organize regular training for teachers, so that they can master foreign language knowledge and expression skills related to cross-border e-commerce, and improve their "bilingual" ability.

5. Epilogue

Training bilingual cross-border e-commerce can not be done overnight. According to the four steps of "overall planning -- step by step implementation -- key breakthrough -- step by step promotion", the e-commerce major of our university will deeply explore the teaching mode of application-oriented undergraduate cross-border e-commerce under the background of the transformation and upgrading of foreign trade industry, and further deepen the application-oriented research of Cross-border E-commerce course.

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About Author: Wang Yuhe (1988.8-), Anhui Xinhua University

Female, Han nationality, Anhui, Ph. D., teaching assistant. Her research interests: E-commerce.