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Research on the Cultivation Pattern of Business English Majors under the Background of Cross-border E-commerce

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Abstract:

Nowadays, China has become the biggest export country and the second import country in the world, taking a large proportion in the world trade. With the further development of ecological globalization, especially since China had joined the World Trade Organization, the depth and breadth of opening-door policy have been expanding constantly. China has maintained a close business relationship with other countries and the number of domestic cross border e-commerce companies increased coordinately. Thus why firms are in emergency need of talents with good command of foreign language and business knowledge. Business English, as a new emerging major, had been approved to start undergraduate education by ministry of education in March, 2007. With the invitation of ministry of education, the UIBE(University of International Business and Economics) had drew up *National Standard of Teaching Quality for Undergraduate Business English Majors* in order to strengthen and regulate the teaching patterns of business English in China's universities. Although, many scholars had done lots of researches and put up many personal training models according to the local policy features, economic features and students learning abilities, the e-commerce platform rules had always changed because of the fast technology, updated computer software and flexible economic policies. Therefore, traditional English teaching patterns are not profitable in Business English anymore and Business English training modes should keep pace with the society. This essay tried to put up one personal training mode under cross-border e-commerce to make the best full use of school resources and cultivate excellent business English students that conform to the need of enterprise.

Keywords:

Business English, Personnel Training Mode, Cross-Border Electronic Commerce

1. Introduction

Nowadays, China has become the biggest export country and the second import country in the world, taking a large proportion in the world trade. With the further development of ecological globalization, especially since China had joined the World

Trade Organization, the depth and breadth of opening-door policy have been expanding constantly. China has maintained a close business relationship with other countries and the number of domestic cross border e-commerce companies increased coordinately. Thus why firms are in emergency need of talents with good command of foreign language and business knowledge. Business English, as a new emerging major, had been approved to start undergraduate education by ministry of education in March, 2007. With the invitation of ministry of education, the UIBE(University of International Business and Economics) had drew up National Standard of Teaching Quality for Undergraduate Business English Majors in order to strengthen and regulate the teaching patterns of business English in China's universities. Although, many scholars had done lots of researches and put up many personal training models according to the local policy features, economic features and students learning abilities, the e-commerce platform rules had always changed because of the fast technology, updated computer software and flexible economic policies. Therefore, traditional English teaching patterns are not profitable in Business English anymore and Business English training modes should keep pace with the society.

This essay tried to put up one personal training mode under cross-border e-commerce to make the best full use of school resources and cultivate excellent business English students that conform to the need of enterprise.

The thesis is composed of seven parts. The first part is an introduction to of the thesis, including the research background and significance.

Chapter Two is the literature review, including previous studies on Current situation, characteristics of cross-border e-commerce development, problems of Business English development and study on suggestions to Business English talents training

Chapter Three contains its development characteristics and status quo of cross-border e-commerce in China with some statistics. Cross-border e-commerce is a borderless transaction and have many advantages which are better than traditional trades. But it still have shortcomings such as payment securities, dispute settlement and lagging logistics distribution. And cross-border e-commerce in China developed quickly nowadays, it has become the largest export country in the world.

Chapter Four is about China's requirements for business English talents at present which includes national standards aspect and market demands aspect. There existed quite a few disparities.

Chapter Five is about the development status of Business English. It contains the subject orientation of business English major and points out some problems in business English teaching at present such as old-fashioned knowledge in textbooks and the inexperienced teachers.

Chapter Six is about suggestions for the cultivation of business English majors. It list six suggestions that may contribute to the Business English talent training.

The last part is the conclusion, summarizing the whole thesis content and problems that I didn't solve them because of many inevitable reasons.

2. Literature Review

With the continuous improvement of China's comprehensive strength, China actively responds to the world economic pattern, actively opens up the market and

jointly builds One Belt And One Road. The proposal of One Belt And One Road promotes the international exchanges among countries, opens the international market and accelerates the development of China's foreign trade industry. Coupled with the continuous innovation of private enterprises, mobile payment has changed people's payment habits, and cross-border e-commerce has developed rapidly. Cross-border e-commerce refers to the transaction of goods between countries through online platforms. Therefore, more and more talents who can master foreign languages and business abilities are needed, and the demand for business English talents is also increasing. Under the strong guidance of market demand, many colleges and universities in China have launched business English majors. However, as a new subject, whether its curriculum is in line with students' physical and mental development, whether it is in line with enterprises' demand for talents, and whether it is conducive to students' future development remains to be discussed. Through this thesis, some opinions and methods will be put forward for the cultivation of undergraduate business English talents.

2.1. Previous Study on Current Situation and Characteristics of Cross-Border E-Commerce Development

The concept of cross-border e-commerce has been developing vigorously in China for nearly two decades since the founding of Alibaba. It can be said that in terms of development trend, it is absolutely qualified to be described as "flying". It can be seen from the relevant book library of the past three years that the proportion of cross-border e-commerce in China's import and export trade is basically above 20%, and the proportion increases year by year. These facts are enough to prove the scale of China's cross-border e-commerce development. However, cross-border e-commerce needs to face international customers, which requires talents engaged in cross-border e-commerce to master at least one foreign language. In addition, familiar with relevant processes, understanding of relevant laws and policies and other requirements are also the basic qualities of a cross-border e-commerce talent. And can meet the above requirements of the "compound" talent in China is currently in an extremely short state [1].

With the advent of the information age, people's life is also gradually towards the development of information. E-commerce has been gradually recognized by people. E-commerce is the business activity as the main body, the computer network as the foundation, the electronic way as the means, in the legal scope of business activities transactions. It mainly refers to the process that people around the world use Internet technology to purchase and sell goods in the network. Compared with the traditional mode of selling goods, e-commerce has stronger timeliness and more convenient transaction process. At present, although there are still a small number of private enterprises or small enterprises do not realize the role of e-commerce, but most of the enterprises have gradually adopted e-commerce transaction mode. China's e-commerce has been developing rapidly. At present, China has become one of the most promising regions in the world [1].

2.2. Previous Study on Problems of Business English Development

Most secondary vocational schools do not have very professional business English teachers, and many courses of professional terms in the industry are explained by ordinary English teachers. And because the teachers all the year round work environment are inside the school, this also leads to the teacher for a lack of

understanding and enterprise work experience, the teaching cannot be combined with the actual industry development, the students of comprehensive understanding of the development of e-commerce, it can no longer be good to apply knowledge in actual work.

Most of the secondary vocational school teaching materials are relatively backward, do not meet the needs of social development at this stage. At present, cross-border e-commerce has been developing rapidly, and the demand for talents is also increasing. However, business English courses in secondary vocational schools are more inclined to the traditional foreign trade trading mode, and there are relatively few courses for cross-border e-commerce. In practical work, students are unable to combine business English knowledge with cross-border e-commerce, which leads to their failure to solve problems timely and meet the development needs of enterprises.

English learning runs through all stages of students' learning, and it is also the difficulty of most students' learning. English knowledge is abstract, and most of it needs to be memorized by students, which makes students less interested in learning. Especially for business English, excessive professional knowledge and terminology increase the learning difficulty of students, resulting in a blow to the confidence of students in English learning, and thus affecting the effect of students in learning English. In classroom teaching, students passively accept the knowledge explained by the teacher, and will not actively integrate into the learning process and experience the fun of learning [2].

2.3 Previous Study on Suggestions to Business English Talents Training

It can be seen from the survey results that employers attach great importance to whether business English major graduates have solid English language basic skills and can skillfully use general English in the workplace. According to the interview, employers believe that business practical skills have different needs in different industries, and graduates cannot fully master all practical skills. Most employers have relatively complete induction training, so graduates do not necessarily need to be very skilled in business practical skills. However, basic language skills, especially listening and speaking ability and translation ability are the foundation, which are the advantages and highlights of English majors.

It can be seen from the survey results and interviews that employers attach great importance to the "soft power" of business English major students. Whether they can effectively and appropriately communicate with business people from different backgrounds directly affects whether business activities can be carried out smoothly. Colleges and universities should strengthen the training of intercultural communication and at the same time improve the humanistic quality through courses. Due to the credit limit, there are not many courses in these two aspects in universities. It is suggested that the training of intercultural communication and the cultivation of humanistic quality can be implemented into other professional courses to effectively improve students' intercultural communication ability and enhance their moral quality and humanistic quality.

At the same time, as an auxiliary supplement, directional courses need to be classified clearly. They should have a clear direction and be supplemented by corresponding expansion courses. For example, the setting of colleges and universities in the province and the addition of directional courses and expanded elective courses can help cultivate real compound talents.

As a supplement and extension of theoretical courses, practical training courses are beneficial for students to apply the theoretical knowledge they have learned into practice, improve their professional cognition and practical skills in positions. Practical training courses need to be closely combined with professional courses to effectively make up for the deficiency of paying more attention to theory than practice in professional theory classes. At the same time, diversified practical courses, such as public English teaching and other activities, are needed to meet the needs of students' diversified career choices [3].

Schools and cross-border e-commerce enterprises have become a community of interests. The school provides hardware resources such as training venues, computers, and attendance equipment. Cross-border e-commerce companies are responsible for dispatching the heads of Amazon, AliExpress and Dunhuang. Open its cross-border e-commerce platform stores to students and teachers. The school and cross-border e-commerce companies will jointly develop a training plan, carefully design the training modules for each semester, and strive to build a cross-border e-commerce job ability training according to campus productive training base [4].

2.4. Conclusion

Under the background of the new era, cross-border e-commerce is developing more and more rapidly, and the market demand for cross-border e-commerce talents is also in short supply for a long time. At present, the cultivation of business English talents has not reached a higher level and is still in the stage of exploration. The rapid development of cross-border e-commerce requires business English talent training mode to constantly adapt to the development of The Times, which further increases the difficulty of business English talent training. The curriculum should follow the law of students' physical and mental development, increase business knowledge based on professional English knowledge, and provide appropriate practical training courses, so that students can have a clear understanding of cross-border e-commerce, so that students will not be unprepared for employment. Accordingly, schools should also pay attention to the cultivation of students' business communication and writing skills, computer practical skills and other aspects of the ability. This also requires the school to cultivate a group of teachers with innovative ability. The school can regularly send teachers to enterprises for training, or strengthen cooperation with enterprises, introduce experienced executives for training, and at the same time provide high-quality talents for enterprises, so as to achieve a win-win situation.

3. The Development Characteristics and Status Quo of Cross-Border E-Commerce in China

3.1. The Characteristics of Cross-Border E-Commerce

Cross-border e-commerce is a borderless transaction. It is a new trade mode that associates the two sides of the transaction belonging to different customs, with the help of e-commerce platform, enables them to make transactions and payments, and delivers goods through cross-border logistics, so as to realize the import and export of products [5].

As a new type of trade, cross-border e-commerce refers to the trade bodies belonging to different national boundaries or regions to achieve trade between

enterprises or natural persons and consumers through the Internet, smart mobile and other relevant information platforms. Its principal modes are B2B and C2C.

Its advantage is that it effectively bypasses the restrictions of trade barriers and directly confronts foreign or overseas consumers [6]. Due to the direct contact between the two sides of the transaction, the intermediate procedures are reduced, and the transaction cost is correspondingly low; Marketing all the day, massive commodity information base, product categories, fast update speed and personalized AD push and so on, these are also the advantages of the cross-border e-commerce.

Nevertheless, its disadvantages also exist at the same time. With the development of technology, payment methods are becoming more and digital. However, because of the immature technology, potential security risks of electronic payment still exist in network payment and mobile payment. Another series of problems such as lagging logistics distribution, irregular cross-border credit and dispute settlement also require improving.

3.2. The Status Quo of Cross-Border E-Commerce

The CBN (China Business Network) business data center and 1688 cross-border dedicated service jointly released the white paper on Export Trends and Opportunities of China's Cross-Border E-commerce. According to the report, the share of China's cross-border e-commerce exports in foreign trade rose from 2.2 percent to 7.7 percent in the past five years, and it had exceeded 1 trillion yuan by 2018. In 2018, the total retail import and export commodities through the cross-border e-commerce management platform of the customs reached 134.7 billion yuan, up by 50%. Exports totaled 56.12 billion yuan, up 67%, and imports 78.58 billion yuan, up 39.8 % [7].

IiMedia Research advisory (media) data demonstrated that in 2016 China's cross-border electricity in the retail distribution of import sales accounted, NetEase Koala takes the first place with a 21.6% market share ; Tmall of international sales accounted for 18.5%, occupies the second place, while VIPshop, followed by 16.3%. The e-commerce platforms who own the majority of customers will seize the chances, and expand their market in the fierce market competition.

With the rapid development of cross-border e-commerce transactions, China now has 9 cross-border e-commerce enterprises listed, accounting for 18.75% of the total number of listed e-commerce enterprises [7]. At the same time, the number of e-commerce service platforms or enterprises are gradually increasing. At present, there are about 5,000 e-commerce platform enterprises in China. From the perspective of operation mode, it is like the platform enterprises of Aliexpress, eBay, Amazon and Wish, as well as the self-owned enterprises of JD. Global, Netease koala, Red (China's name known as xiaohongshu) and LightInTheBox. In addition, the development of cross-border e-commerce cannot be separated from the support of policies. In recent years, China has introduced a number of policies to promote the development of cross-border e-commerce. In the future, more enterprises will join the ranks of cross-border e-commerce, and China's cross-border e-commerce will be greatly improved in terms of scale and quality, and its influence in the international market will be further enhanced.

4. China's Requirements for Business English Talents at Present

4.1. Requirements for Business English Talents under National Standards

4.1.1. Educational Objectives

According to National Standard of Teaching Quality for Undergraduate Business English Majors, business English major aims to cultivate compound and applied talents which can participate in international business work with basic English skills, which include international vision and the humanities accomplishment, grasping the linguistics, economics, management, law(international commercial law) and other relevant basic theory and knowledge. They should also be familiar with the rules and practices of international business, be able to use English in the right situation, and equip with the abilities of business practice, cross-cultural communication, critical thinking abilities and innovation, and independent learning skills. It also requires to cultivate students with comprehensive development in moral aspect, such as intelligence, sports, aesthetics and labor education.

4.1.2. Business Development Requirements

The National Standard also illustrates that graduates should acquire the following aspects of knowledge and ability:

a. Master the basic knowledge of English language;

b. Being equipped with good English listening, speaking, reading, writing and translating skills;

c. Master basic knowledge of applied economics, science of business administration and international business laws;

d. being familiar with China's guidelines, policies and regulations in international business. Having possessed international vision and the ability to engage in business activities in accordance with international practices;

e. Master the basic knowledge of politics, economy, history, culture, society and other aspects of English-speaking countries. Be familiar with Chinese and foreign cultures and external communication etiquette, and have the ability to use English for cross-cultural communication;

f. Understand the development trend of international business and industry needs, master innovative thinking and scientific research methods, and be able to use professional knowledge and skills to find, analyze and solve problems;

g. Self-learning ability to meet the relevant needs of society and industry;

h. Have a healthy and strong body, good psychological diathesis, humanistic quality, strong legal concept and sense of integrity.

4.2. The Market Demands for Business English Talents under the Background of Cross-Border E-Commerce

With the country's vigorous promotion of the "One Belt And One Road" vision, it has become the general program of China's future opening-up and foreign economic cooperation. Xu Xiaolan, a member of the CPPCC (Chinese People's Political Consultative Conference) national committee and the secretary general of the China electronics society, said previously that it was of far-reaching significance to realize cross-border free trade of all countries through the construction of cross-border e-commerce network platform and cross-border e-commerce industrial transaction chain, which run parallel to the " One Belt And One Road" vision. Under the vision of "One Belt And One Road", many foreign trade enterprises feel the shortage of foreign trade

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talents while enjoying policy dividends[8]. "Traditional foreign trade personals only need to be able to speak English and understand customs declaration, but with the rise of cross-border e-commerce, this can no longer meet the needs of enterprises."

Meanwhile, Alibaba.com, an unit of Alibaba, launched its "one hundred cities, one thousand schools" project in Beijing, announcing that it will cooperate with governments, universities, enterprises, training institutions and other organizations to cultivate millions of new Chinese foreign trade personnel. Alibaba said it wanted to cultivate 1 million cross-border e-commerce talents with practical abilities in three years to promote the development of China's foreign trade and help realize the "One Belt And One Road" national vision.
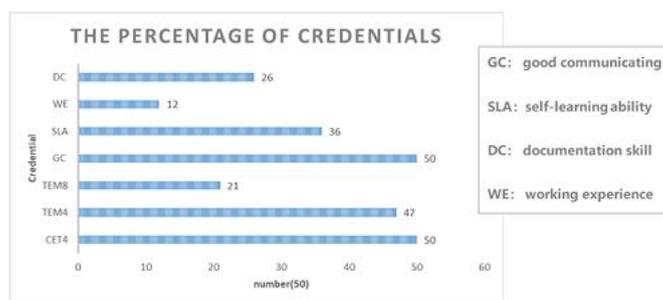

Figure 1. The percentage of credentials.

After studying 50 recruitment Ads, including Beijing, Shenzhen, Wuhan, Guangzhou, Jinzhou, it is not difficult to find that both good communicating and CET4 (College English Test) are the basic skills that all the companies are required. TEM4 (Test for English Majors Band 4) ranked the second and the self-learning ability ranked the third because such kind of work always requires staff to update their knowledge to keep pace with the society. Documentation skill ranked the fourth but it is amazing that TEM8 only ranked the fifth. Working experience ranked the last because there are many fresh graduates. After sorting out of this research, it's easy to conclude that business students should be equipped with the following qualities:

4.2.1. High Comprehensive Quality

Business English major students should not only be equipped with solid foundation in English, but also have strong professional skills and high comprehensive quality. In terms of comprehensive quality, enterprises pay more attention to interpersonal relationship and social etiquette knowledge, language ability, psychological endurance, etc. In terms of professional skills, the enterprise focuses on English listening, speaking and reading ability, practical operation ability of business activities, office automation equipment application skills, office affairs processing ability, etc. In addition, enterprises also put forward clear requirements for the factors related to professional quality, such as professional ethics, development potential, and Chinese and foreign cultural accomplishment.

Enterprises are in urgent need of compound talents, and they are also in urgent need of talents who are capable of solving tricky problems. Many domestic private enterprises do not have high academic requirements for talents. College and undergraduate graduates are the requirements for most enterprises. What enterprises need more is talents who can engage in business and solve practical problems. In addition, the more overseas business an enterprise has, the stronger the demand for comprehensive talents, especially those with proficient foreign language abilities and knowledge of operating platforms [9].

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4.2.2. Strong Professional Knowledge

a. Students should be familiar with and understand the international trade theory, international trade rules and practices, master the foreign trade practice operation process [10]. And they should also be specialized in Business English correspondence writing, foreign trade documents filling and so on. These are the necessary skills for foreign trade industry talent. In the current economic new situation, foreign trade professionals must also have expansion capacities and skills, including: exhibition planning, overseas logistics and warehousing, electronic clearance system operation, transaction risk control and dispute processing, financing and tax rebates and other foreign trade processes, especially e-commerce related knowledge and operation and international logistics management skills.

b. Have a good command of foreign languages, especially in English. In the whole process of foreign trade negotiations and contract performance, not only face-to-face negotiations or telephone communication or business correspondence communication, are foreign trade personnel in the language ability of the necessary skills. Under cross-border business background, language not only used in communication during the work but also used in daily social communication with customers and receipt customers. Meanwhile, advertising promotions and Internet marketing strategies, cross-border platform operation skills, product introductions and details are required to have skilled foreign language writing ability. And reading English website to get the effective information also requires a good reading ability.

c. Cross-cultural communication skills. In the whole trading process, foreign trade will inevitably encounter with certain trade frictions, which will be reflected in culture, law and other aspects, as well as trade barriers caused by different standards in product performance. Through legal expertise, mediation, claims or arbitration, foreign trade practitioners need to master international commercial law, international trade practices and rules. In terms of cultural background, only by understanding the culture, customs and hobbies of different countries can we develop targeted sales plans and promotion documents for products.

4.2.3. Skills of Using Cross-Border E-Commerce Platform and Network

The importance of e-commerce operation capability has become increasingly apparent in the development of foreign trade in recent years [11]. The network platform, especially the basic process of cross-border electric business platform such as Alibaba international station, amazon and operation modes which includes:

a. opening cross-border electrical shop account,

b. designing cross-border logistics solution ,

c. finding rational selection of cross-border logistics ways,

d. choosing cross-border electricity products and information work,

e. setting up cross-border electricity prices,

f. timely processing orders, products appear and publish,

g. improving customer experience and the feeling of satisfaction,

f. skills for goods photography and image processing, etc.;

At the same time, the release and information processing of commodities on the platform, marketing and promotion activities, price accounting and operation of cross-border payment functions have become new skills for foreign trade personnel.

5. The Development Status of Business English

5.1. The Subject Orientation of Business English Major

Different from ordinary English, Business English is a highly practical major that combines language and business skills [12]. It requires students to have an in-depth understanding of business knowledge on the premise of mastering the language knowledge relevant to business.

Business English teaching and research in foreign countries has been attached great importance, it originated in applied linguistics of ESP (English for Specific Purpose), the development from theory to practice, gradually form a cross discipline, set up his own system of independent discipline - EBP (English for Business Purpose), its discipline theory basis for special purposes (from applied linguistics, foreign language, cross-cultural communication, discourse analysis, etc.; The research object is business discourse, business activities and business culture; The research methods are borrowed from social science and business science, such as qualitative and quantitative statistics, discourse analysis, case analysis, etc. The research team is business English teachers and international business practitioners [13].

It is not a single major concentrated on English itself, nor a simple major concentrated on Business, or a simple addition of business and English. It's the meaningful combination of language as a carrier and business background information as knowledge.

5.2. Problems in Business English Teaching at Present

5.2.1. Old-Fashioned Knowledge in Textbooks

With the quick development in Internet and changes in national policies, the rules of cross-border commerce also changed correspondingly. However, the publishment of textbooks need a complex procedures which hinder the development of textbooks to keep pace with the recent e-commerce [14]. And in many compulsory courses, the content of textbooks are vividly out of date with the current things. Such as International Business Communication, the communication dialogue are mainly out of practical because some of the content are ten years ago. These are not useful for students anymore.

5.2.2. The Inexperienced Teachers

In many college school, teachers in Business English department are not studying in business English or work in foreign trade industries. They can't keep pace with the latest outcomes of E-commerce, because they only know how to present the knowledge in textbooks well [15].

In the process of teaching, teachers are still more inclined to the traditional exam-oriented education, and there are still many problems in the practical application of students. And because the teachers all the year round work environment are inside the school, this also leads to the teacher for a lack of understanding enterprise work experience. With education cannot be combined with the actual industry development,

students cannot have a good command of comprehensive understanding of the development of e-commerce, and they cannot apply the received knowledge well in actual work.

5.2.3. The Shortage of Students' Interests

Business English textbook selection is often product specifications, advertisement, product promotion and other practical style, rarely involving prose and fiction articles. In addition, reading, listening, translation and other courses have too much repetition, so students tend to lose interest in business English courses and are not motivated to attend classes. In the middle and higher grades, many business courses are also explained in English, making it more difficult for students to learn. Therefore, many students lose interest in language courses and business courses at the same time.

English learning runs through all stages of students' learning, and it is also the difficulty of most students' learning. English knowledge is abstract, and most of it needs to be remembered by students, which makes students less interested in learning. Especially for business English, excessive professional knowledge and terminology increase the learning difficulty of students, resulting in a blow to the confidence of students in English learning, and thus affecting the effect of students in learning English. In classroom teaching, students passively accept the knowledge explained by the teacher, and will not actively integrate into the learning process and experience the fun of learning.

5.2.4. The Ambiguous Goal of Talent Training

Business English major is an important part of higher education and is committed to cultivating application-oriented talents to meet the needs of regional economy. However, the goal of talent training in many schools is not clear [16]. In the talent training program, it is often expressed as follows: cultivate application-oriented talents with solid English listening, speaking, reading, writing and translating ability, skilled application of economy and trade knowledge and skills, and engaged in economic and trade and other foreign-related enterprises. Or add another sentence "skilled use of computers and modern office equipment of high-quality compound talents." It can be seen from the talent training program that students' post ability is too broad, that is to say, the job position that students will be engaged in in the future is not clear. With the rapid development of cross-border e-commerce, business English majors in many schools begin to transform from international trade to cross-border e-commerce, offering a large number of courses related to cross-border e-commerce. However, the goal of talent training is still unclear. For example, cross-border e-commerce industry also includes talents in technology, marketing, customer service, management and other aspects. What positions will students take after they enter the cross-border e-commerce industry after graduation? Many schools didn't give a specific answer.

5.2.5. The Deficiency of Students' Professional Knowledge

According to Zhao Banghua's study, college students majored in business English still have difficulty in business writing, business communication and quite a few students cannot express their ideas with fluent oral English [17]. They only know to recite vocabularies and how to cope with the final examination. This phenomenon is what we need to considerate immediately.

6. Suggestions for the Cultivation of Business English Majors

6.1. Curricular Diversification

6.1.1. Reorganize the Order of Practical Courses According to the Learning Cognition

The learning and cognitive rules of students are basically from simple to complex, from unintentional to intentional, from single to comprehensive, which is also the law of students' learning and growth [18].

According to this rule, the practical courses can be reorganized and rearranged in a modular stepped way. As in the stage of freshman and sophomore students, schools should pay attention to students' individual skills practice, including the perception of job practice, English listening, speaking, reading and writing skills practice and simple business activities such as translation practice. This stage can be more professional practice course arrangement on campus, through classroom teaching and laboratory simulation are complete, if the condition allows, we can still cooperate with foreign trade enterprises, let the students insight into a line of simple business process. In order to have a basic business practice, the concept of late for in-depth study to lay a good foundation. In the junior and senior years, attention should be paid to the practice of students' comprehensive skills, including the practice of comprehensive business activities, graduation thesis, innovation and entrepreneurship. Among them, the practice of business activities can be carried out through in-post practice, graduation practice, etc. Graduation thesis mainly take in-depth foreign trade enterprises visit, hold lectures and other ways; The practice of innovation and entrepreneurship can be carried out by holding entrepreneurship competition and making students implement career planning, so as to give full play to students' innovative thinking ability. The practical courses at this stage can focus on off-campus practice, supplemented by on-campus courses or simulated practice, so as to continuously improve students' business practice ability, cultivate their English knowledge application, communication and collaboration skills, and promote their comprehensive development.

In addition, during the whole process, colleges and universities should also attach importance to the development of office practice, including the use of various instruments, equipment, such as computers, scanners, copiers, fax machines, etc., to enhance students' comprehensive application ability.

6.1.2. Optimize the Professional Curriculum

a. Take the student's comprehensive quality nurturance as the main line

Reasonable curriculum setting is an important link to achieve the goal of talent training, including the curriculum content system and curriculum structure system[19]. The renewal and integration of course contents and the development of new courses should be oriented by employment demands and closely combined with the development of social economy and technology. The curriculum structure is the organization and process of curriculum, reflecting the framework and process of teaching. In order to do a good job in curriculum construction and development from the school, we must take student's comprehensive quality cultivation as the main line, optimize the curriculum system, distribute the learning courses reasonably, change the basic course and specialized course interaction of contradiction, and the contradiction

between compulsory courses and elective courses allocation proportion. We should also pay attention to the reasonable proportion of professional theory and practical training course, pay attention to the content of each course of the effective combination of theory and practice. Through the study of business English courses, students should develop into a compound senior foreign language talent who is proficient in English and has a systematic grasp of business technology.

From the current schools of offering business English curriculum, it can be divided into two professional directions. One is the English listening, speaking, reading, writing and translating courses based on business background, such as business English, foreign trade English correspondence, international financial English and so on. Another is the major courses of international trade, such as investment, international finance, international marketing, etc. These courses ensure that students can meet the requirements of a versatile talent through systematic learning of English skills and business skills. The cultivation of comprehensive quality runs through every moment of students' school life, after class and dormitory campus. In addition to the influence of the course, it adopts a variety of methods and forms to infiltrate the students. By creating a harmonious and elegant, civilized, positive and pragmatic environment, it enables students to subtly develop strong comprehensive quality.

b. Strengthen the exercise of English and computer skills

Nowadays, many students even do not know the name of Alibaba international website during the training, so they cannot find the official website correctly [20]. And they also quite unfamiliar with computer operation and office software, which greatly increases the difficulty of practical training. It is far from enough to treat the computer as an entertainment tool at ordinary times. This requires schools pay more attention to the students' ability of computer skills.

Now, the enterprise particularly takes a fancy to practical, willing to bear hardships, modest, loyalty and higher quality college graduates. Therefore, students own the comprehensive quality which could let them to keep pace with the social development has become the graduate successful employment essential condition. Due to the difference between school and social environment, the curriculum design of school overemphasizes the cultivation of students' certain knowledge abilities while ignoring the practical needs of society. It is difficult for teachers to give good guidance to the cultivation of students' psychological quality. Lack of effective communication channels between teachers and students, the relationship is not harmonious. Most teachers do not know how to educate students in a more scientific way. Therefore, in vigorously advocating the establishment of a harmonious society today, teachers must deeply study the scientific laws of education and teaching, effectively solve the problem of synchronous improvement of students' learning ability and comprehensive quality, and effectively help students complete the transition from "school person" to "social person".

6.1.3. Strengthen School-Enterprise Cooperation

The school can provide the workshop space and the basic office equipment, the practice staff for the enterprise while the enterprise provides supply of goods, helps to contact international logistics, takes charge of the construction of cross-border e-commerce team, and carries out comprehensive operation and management of cross-border e-commerce. Every year, the company recruit some students majoring in e-commerce to do internship after graduation, and allows them to work on store

promotions, store decorations, English customer service, logistics and after-sales service. They can provide batch training opportunities for freshmen and sophomores such as cross-border e-commerce store inquiry, offer, editing and description of goods, redrawing, product data translation, shelf listings, etc., and helped some e-commerce courses major "go out of the classroom and go to the market"; The enterprise can provide comprehensive operational management guidance and training of cross-border electric business platform for the professional teachers in school. Teachers should join the cross-border electric business platform and get familiar with cross-border electricity business processes and business models in summer or winter vacations, or no teaching tasks in school time. The enterprise should regularly send personnel to conduct lectures, report, communicate with teachers and students, etc.

By building cross-border e-commerce studio, the enterprise can have a combination with school [21]. And they can reach an agreement that the schools send talents for the enterprise while the enterprise help school to cultivate their students. In the company, students can learn the real cases and use them in classes and they can also have a practical stage in here. It's beneficial to both enterprises and schools. In this way, not only schools can make achievements in cross-border e-commerce education, but also they can explore deeper and wider cooperation pattern. Finally, they can reach a win-win state.

The introduction of cross-border e-commerce enterprise talents through school-enterprise cooperation can not only impart and teach professional business English knowledge to students, but also help them better communicate with others.

The enterprise can also teach students some foreign trade skills, e-commerce operation knowledge and cultivate them into new talents aimed at the society and the market. It helps students accumulate social practice experience and promote them for better employment after graduation. At the same time, the reform of talent cultivation mode based on market demands will also help cultivate English majors more suitable for the development of cross-border e-commerce and promote the development of cross-border e-commerce and students.

6.2. Build an Excellent Teaching Team

Introducing an enterprise backbone to be a teacher, we can overcome the problem that teaching material content is antiquated. The backbone of the enterprise has been dealing with the latest cross-border e-commerce platform and is familiar with the new trade rules, which can supplement the latest cross-border knowledge for students from time to time.

As the saying goes, "there are no bad teachers, only bad students". But I don't agree with this idea. Whether students learn well or not is not only related to students' efforts and their own efforts, but also closely related to the relationship between teachers and students. Confucius, the great founder of teaching, once said, "As a teacher, so to preach is to be enlightened." The teacher is not only the teacher of student's knowledge, but also the interpreter of student's puzzle. If the teacher whose English teaching ability is not enough, or there is a big lack of understanding of English knowledge, then, even if the students try hard, without the guidance of the teacher in the case of English knowledge learning, it is difficult to learn English well; Without good teachers to impart relevant English knowledge, it is even more difficult for students to become business English professionals. Strong faculty can create a

good cultural atmosphere for learning knowledge on campus and help students with academic research.

6.3. Form a Good Teaching Environment

Teaching environment is a special environment, which has a relatively closed, stable and independent education system [22]. It is the sum of the material conditions and social conditions that all kinds of school personnel rely on to carry out teaching-oriented activities. A good school environment is the necessary condition for students to carry out learning activities. Language acquisition needs more such environmental edification, which requires us to focus on teaching quality, strives to create a good campus cultural environment, and strives to open a second classroom. Such as English corner activities, simulated business negotiation, business reports, organize campus English business cycle, and so on.

With the help of film, television, computer multimedia software, schools can demonstrate the education contents in a dynamic, multidimensional way by broadcasting business meetings, business receptions, business investigation and video materials. And then make full use of multimedia network technology to expand the class teaching and integrate English listening, speaking, reading, and writing with an organic entirety. So that the students in the simulation of business English environment, are helpful to arouse the enthusiasm of learning, and exercise students' communicative competence in English.

6.4. Encouraged students to start their own businesses

True knowledge comes from practice. Schools should encourage students to start their own businesses, such as helping students to open their own accounts on Aliexpress, Amazon, DHgate.com and other cross-border e-commerce platforms. If they do not have relevant enterprise certificates, they can also choose to set up shops on domestic platform such as Taobao to understand the operation process of e-commerce. And then they can combine Taobao with 1688 wholesale website to upload their own products. Only when students operate individually can they find the interests in business English. They will find what they lack and have the power to move go on and study more carefully.

6.5. Establish Training Objectives

Based on the employment, we can set training objectives and understand the demand types of foreign trade enterprises for talents, and investigate the demand of cross-border e-commerce for core skills of foreign trade posts. At the same time, we can also cooperate with foreign trade enterprises to demonstrate talent training programs, determine talent training objectives, and cultivate application-oriented skilled foreign trade talents who can operate foreign trade processes on cross-border e-commerce platforms and are familiar with local import and export commodity structure.

6.6. Strengthen Professional Skills

On the one hand, we need to strengthen English language practical application ability, including business English listening, speaking, reading, writing, translation abilities; On the other hand, we need to strengthen the practical ability of international business activities. The practical ability of international business activities includes

the operational ability of international business, such as customer development, inquiry and counter-offer, order processing, goods transportation, after-sales service, etc. They should also master International business communication skills, such as business negotiation, cross-cultural communication, etc. Considering the needs of career development, students majoring in business English should also have some other necessary professional abilities, such as innovation ability, independent learning ability and information operation skills.

Based on this, the overall objectives of business English major courses are summarized, that is, to cultivate students' English language application ability and international business operation ability, and improve students' innovation ability and comprehensive quality through language knowledge and business practice, synthesis and innovation practice, etc.

6.7. Establish a Complete Teaching System

To achieve the goal of "practical" talent training, another important procedure is to establish a complete teaching system. The teaching objective of Business English major is to enable students to acquire professional competence in the corresponding professional field, but we must clearly realize that occupation is not a simple operational skill, but a combination of vocational post competence, professional ethics and other related abilities. It includes knowledge, skills, experience, attitude and other comprehensive qualities required for the completion of professional tasks, qualified for the post qualification, which requires us to adhere to the principle of "practical, practical, practical". On the one hand, perfecting the theory teaching system, in the teaching process, according to the students will be engaged in the post or professional task and should possess the knowledge, ability and quality requirements, from the training goal is subject to, for practical purposes, focus on integration, break the discipline division, clear the status of each course in education plan, improve the connection between the courses, forming horizontal division of labor cooperation, longitudinal cohesion through whole optimization theory teaching system.

On the other hand, an independent and standardized practical teaching system should be established. For Business English professionals, all kinds of social investigation and practice, professional practice, course design, graduation design and graduation practice practical teaching links, such as qualitative argumentation and classification, each link of the management rules and evaluation plan formulation, improve practice content, method, means and evaluation methods, improve the quality of practical teaching link, efforts to set up independent specification of practice teaching system. To achieve the employment-oriented, ability-oriented to create school-enterprise joint, collaborative training talent training mode, the formation of professional ability training as the main line, the application of the main theme of theoretical teaching and practical teaching system to adapt to the actual position, training a large number of high-level technical application of professional talent [23].

7. Conclusions

In this essay, we can know the present status of e-commerce and education of Business English. Admittedly, there are lots of problems in cultivating students, but to a large extend we can come up some ideas to cope with them such as optimize the professional curriculum, strengthen professional skills, establish a complete teaching system, form a good teaching environment, strengthen school-enterprise cooperation

and so on. We believe that through the cooperation between schools and enterprises, a best way to cultivate Business English Major Students will finally be found out.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

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