Using ASP.NET Technology to Build Cross-border E-commerce Business Foreign Language Network Courses

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Abstract. In order to adapt to the market environment, higher vocational colleges are constantly exploring and innovating on the road of cultivating comprehensive talents. This article introduces how to use the basic platform to build and develop .NET technology to build a cross-border e-commerce business foreign language online course platform, to provide suggestions and help for English majors in the development of other subjects' online examination and independent learning platform.

Keywords: Construction, ASP.NET, Business Foreign Language Online Course

1. Introduction
In recent years, my country's e-commerce has developed rapidly, and new foreign trade transaction models have emerged one after another. Entering cross-border e-commerce has become the path choice for more and more foreign trade companies to upgrade[1-3]. In 2018, cross-border e-commerce accounted for 50% of e-commerce, accounting for 50% of total imports and exports. The proportion is about 35%[4-6]. In order to adapt to the market environment, higher vocational colleges are constantly exploring and innovating on the road of cultivating comprehensive talents. This article will analyze the development status and existing problems of business English in higher vocational colleges, and use computer ASP.NET technology to construct cross-border e-commerce business foreign language online courses, hoping to help business English teaching.

2. The significance of cross-border e-commerce business foreign language online course platform development
Driven by the dual engines of "cross-border transactions" and "e-commerce", China's cross-border e-commerce retail exports have grown rapidly, gradually forming distinctive cross-border e-commerce retail export centers. Fujian, Zhejiang and Jiangsu have achieved growth rates of 76.1%, 56.1%, and 52.0%, respectively. The fastest growing cross-border export center.

Judging from the current school talent training and actual job demand analysis, the traditional e-commerce majors are mostly technical and marketing talents. There is a serious shortage of cross-border e-commerce talents. The existing posts have new demands for knowledge and skills such as international trade rules, trading habits, intellectual property rights and foreign language communication skills to make up for the obvious shortcomings only through the transformation of
e-commerce talents. Due to the shortcomings of international trade knowledge, foreign language knowledge and talents in small languages, most of the e-commerce graduates sent by colleges and universities cannot adapt well to cross-border e-commerce related work. Employing companies gradually turn their attention to foreign languages such as applied English and business English.

Figure 1. 2011-2018 China's e-commerce market transaction scale

2.1. Outdated business English teaching content
Most vocational colleges in China still focus on traditional teaching methods and teaching content for business English teaching, and lack a certain degree of advancement in the expansion of emerging industries. According to traditional business English teaching methods, students are trained in listening and speaking. The ability to write and write improves the level of communication in English, thus ignoring the relationship between English and emerging industries, resulting in a lack of coherence and coordination in the application process of English, making English and business processing obstacles, and eventually talents cultivated by universities unable to meet the needs of the current market, the talent gap phenomenon is more serious. Graduates need more training in actual work to barely connect English with business. Therefore, the outdated business English teaching content and teaching methods directly affect the cultivation of comprehensive and practical talents.

2.2. Lack of all-round teachers
Excellent teachers are the key to improving the quality of teaching. Only with strong teachers can guarantee the smooth progress of education and teaching technology. At present, most of the faculty in our country graduated from English majors. They have rich experience in English teaching, have a solid English foundation and high professional quality, but from an objective perspective, most teachers are not professional enough in business and foreign trade knowledge, there are certain deficiencies and defects, and even hinder students' learning and development. As a bridge of trade communication, Business English is very practical, and there are higher requirements for teachers' English communication ability and foreign trade professional knowledge. Therefore, the lack of all-round teachers is also an important problem in the development of business English courses.

2.3. Insufficient hardware facilities
The English teaching model for business English majors has gradually matured in the development process, and certain improvements are needed in business teaching, especially if the professional knowledge of trade import and export is not well understood, it is easy to cause serious deviations between English and business processing. The hardware facilities of China International Trade Knowledge Learning also need to be further improved, such as supporting facilities such as the foreign trade transaction simulation operating system, which can provide more help to business English majors, thereby reducing the phenomenon of professional deviation.
3. Exploration of Mixed Teaching Mode

This research intends to adopt a "dual platform" mixed teaching model. The dual platform is based on the cross-border e-commerce platform and the foreign language self-learning platform. On the one hand, the online course function of the foreign language self-learning platform (cross-border) e-commerce business foreign language online course is used for online learning. The business platform allows students to truly participate in the actual operation of cross-border e-commerce, and cultivate students' professional skills, business operations and management capabilities. In the end, it will truly realize the four-in-one integration of "teaching, learning, doing, and (actual) sales" , and master the inquiries, offers, counter-offers, cross-border transportation, and letter of credit filling in cross-border business in actual (sales) combat , Audit and other job skills and requirements. The oral business communication module of the one-year course of Business English can be divided into four modules: face-to-face communication, business negotiation, speech and presentation, and business etiquette. The large module contains multiple sub-modules, as shown in Table 1.

Table 1. Oral Business Communication Module Division of Business English Course

| Module name                          | Included submodule                                                                 | Oral business communication skills                                      |
|--------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Module 1: Regular communication      | Sub-modules such as job interview, job and responsibilities, telephone calls, meetings, trade fairs, inquiries, factory tours, etc. | Interviews in different business situations                               |
| Module 2: Business Negotiation       | Involving sub-modules such as price, payment method, and delivery negotiation     | Familiar with the preparation, opening, negotiation and closing of business negotiations |
| Module 3: Speech and Demonstration   | Including company introduction and product introduction and other sub-modules    | Master presentation skills and presentation technology, view communication methods, etc. |
| Module 4: Business etiquette         | Such as office etiquette, reception etiquette, business dinner and social etiquette | Appropriately apply corresponding business etiquette in various business situations |

3.1. Database design

Create a database listening, add student information table tb_Users in the database, and create the following fields: Student ID User ID (c) (primary key), User Name (c), Sex Sex, Class ID, Password User Pwd, and Status . In this way, 19 lists such as tb_User Answer, tb_Listen Problem, tb_Paper, and tb_Score are established.

3.2. Management interface construction

The management interface is composed of test bank entry management, micro-course management, student management, test paper management, score printing and other management modules. Micro-class management is a core part of the management of the platform. The core content of "micro-class" is classroom teaching videos (classes fragments). It also contains teaching design, material courseware, and materials related to business English or business Japanese teaching topics. Teaching reflection and other auxiliary teaching resources, they jointly "create" a semi-structured resource unit application "small environment" with the theme of business foreign languages through a certain organizational relationship and presentation. Students can effectively use fragmented time to complete the relevant micro-class learning of the platform. Question bank entry management is another core part of the platform management. We expand the existing business foreign language question types into the following four parts according to the question-making mode, namely listening, single choice, reading comprehension, cloze and translation Five modules.

Coverage rate is the corresponding indicator and ratio in the effective selection of students in related majors. The coverage rate can be calculated with the following formula as shown in formula
(1):

\[
Coverage = \frac{|U_{sel} \cap I(u)|}{|D(u)|}
\]

Among them, \(U\) represents a collection of foreign language courses for selection.

3.3. Student interface construction

This part mainly includes two parts of the interface for students to log in and use. The interface for students to use is divided into examination and self-study interfaces.

Insert the candidate information into the table \(tb\_Users\) at the login interface, here to prevent candidates from logging in repeatedly. The student is designated by the student's admission number and the user ID (c) of the exam number field is set as the primary key. When logging in repeatedly, catch the error with Catch and give the corresponding prompt. The code is omitted.

The student interface is composed of platform information, query results, examination and self-learning interfaces. Examination and self-study are distinguished by the selection of the test button when the teacher composes the test paper. The information section of the platform provides students with recent information about examinations, independent study, and learning experience.

3.4. Test question generation

1. Loading test questions is an important part of online testing and self-study to prevent candidates from refreshing the page.

   As the test questions will be randomly selected from the database when the test question page is loaded, candidates should be prevented from refreshing the page (refreshing the page will regenerate new test questions). The method is to set the default value of the Login field in the table \(tb\_Users\) to 0, set it to 1 after loading the test questions, and set it to 2 after handing in the scoring. Check when loading the test page to prevent the page from refreshing, the code is omitted.

2. Randomly generate test questions

   The key of the online self-learning system is the random generation of test questions, that is, different test questions will be randomly selected from the question bank when different computers access the system.

   Here we can use the SQL statement "select top n* from mc order by newid()" to randomly extract \(n\) records from the question bank, and newid() generates the uniqueidentifier value (if it is an ACCESS database, use "select top n* from mc order" by rnd (id)"), where id is an automatic number field.

   Place a Panel container control on the paper.aspx page to dynamically generate the control bound to the test question, and write the randomly generated test question answer from the table mc into the mca field in the table \(tb\_UserAnswer\). The code is omitted.

3. Handover score

   After the user clicks the button of submitting the paper, the user's answer result should be compared with the test answer, and the corresponding score should be written into the data table, and the test score can be inquired through cx_subject.aspx, the code is omitted.

4. Conclusion

This project uses the cross-border e-commerce business foreign language online course platform developed by .NET technology to build a cross-border e-commerce business foreign language online course. The platform can help colleges and universities to effectively improve students' vocational and social service capabilities, and help students who are interested in starting a business successfully embark on the path of entrepreneurship or successfully embark on a career path, thereby providing talent guarantee for the development of cross-border e-commerce in China And intellectual support.

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