Training Strategies for Cross-border E-commerce Business English Talents under the background of "Internet +"

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Abstract: Cross-border e-commerce business is an important foreign trade mode in the period of global economic integration. With the popularity of the Internet, cross-border e-commerce has developed rapidly. Cross-border e-commerce should be able to cover e-commerce and international trade, so business English talents are urgently needed. As English talents in the new situation, they should have the ability of international marketing, international trade and cross-cultural communication. However, there are many problems in the business English talents cultivation for cross-border e-commerce in China. Firstly, this paper analyses the current demand of cross-border e-commerce for professional business English talents. And then through a questionnaire survey, this paper analyses the current problems in training business English talents, and finally puts forward some suggestions.

1. Introduction
By 2018, there were more than 200,000 cross-border e-commerce businesses, including more than 5,000 cross-border business platforms. In 2018, export trade and import trade exceeded the total of 6 trillion yuan. After comprehensive forecasting, we can know that cross-border e-commerce will exceed 30% annual growth rate and 20% of the total trade proportion in the future. Therefore, cross-border e-commerce has emerged a very significant talent gap. However, the overall quality of business English talents is declining slowly. We must seize the new opportunities brought by the "Internet +" to the electricity supplier industry. Therefore, Chinese universities should explore a new mode of cultivating business English talents for cross-border e-commerce.

2. Demand for business English talents in cross-border e-commerce
Applied technical talents not only have high professional and theoretical knowledge, but also have strong practical ability. The mode of combining practice with teaching is also an important method of higher education. Business English teaching and talent training also need the combination of education and practice. Students need to improve their business English application ability on the premise of mastering theoretical knowledge. With the rapid development of cross-border e-commerce, not only the demand for business English talents has gradually expanded, but also the professionalism of talents has also increased. Cross-border e-commerce professionals must have comprehensive capabilities. Business English talents should not only master the professional knowledge of e-commerce, but also be familiar with the operation procedures of e-commerce trade platform of enterprises. They should not only have professional knowledge of e-commerce, but also understand the operation and management methods of enterprises. Cross-border e-commerce business English talents, not only know English, but also have many abilities, such as understanding the relevant knowledge of network operation platform, understanding the process and legal provisions of international logistics trade, understanding the cross-
border payment and transnational management methods. Therefore, the demand for business English talents in cross-border e-commerce tends to be comprehensive.

3. A survey of cross-border e-commerce business English talents training

A total of 1000 questionnaires were issued, and 971 questionnaires were valid, with an effective rate of 97.1%. The specific analysis is as follows.

3.1 The biggest difficulty in business English learning

Most students find it difficult to learn business English, such as shortage vocabulary, poor listening and speaking ability, weak foundation of grammatical structure, lack of authentic corpus situation, less time to learn and other. According to the survey results, shortage vocabulary and weak foundation of grammatical structure are the main difficulties, respectively accounting for 36.1% and 31.0%. And then is the poor listening and speaking ability, accounting for 12.0%. The detailed results are shown in Figure 1.

![Figure 1: The biggest difficulty in business English learning](image)

3.2 The teaching model is relatively single

Business English classroom mainly adopts the teaching mode of teacher-led teaching and student-centered teaching, and the traditional English teaching is the mainstream. According to the survey results, the duck-filling traditional English teaching and task-based teaching are the main teaching models, respectively accounting for 53.7% and 16.1%. Other teaching modes are only accounting for 30.3%. The detailed results are shown in Figure 2.

![Figure 2: The proportion of business English teaching model](image)

3.3 The most important learning content

Cross-border e-commerce business English classroom teaching should focus on a variety of aspects, including cross-cultural communication skills, business activities comprehensive skills and so on. According to the survey results, the comprehensive business activity skills and Intercultural communicative competence are the most important learning content, respectively accounting for 34.2%...
and 28.4%. And then is the e-commerce professional English knowledge, accounting for 18.0%. The detailed results are shown in Figure 3.

![Figure 3: The most important learning content](image)

### 4. Strategies for training business English talents in cross-border e-commerce

#### 4.1 Realizing diversification of teaching contents based on internet

Under the background of Internet +, the complexity of knowledge has great influence on modern teaching. Firstly, colleges and universities must set up correct teaching objectives. Only by realizing the diversification of teaching content, can colleges and universities ensure the consistency between teaching content and teaching needs. The teachers should reform their teaching contents and methods, and make full use of multimedia, micro-lessons, Mu-lessons and other teaching methods. When colleges and universities cultivate cross-border e-commerce business English talents, they must integrate diverse content. Only in this way can we ensure that students can absorb knowledge smoothly. Secondly, colleges and universities should carry out practical teaching. By combining thorough with economic development, we can ensure the advancement of theory and practice. Thirdly, through the establishment of professional E-commerce business English teaching team, universities can improve the teaching content, including international trade negotiation process, account management and operation, and order processing.

#### 4.2 Strengthen school-enterprise cooperation

By strengthening school-enterprise cooperation, colleges and universities can promote the integration of students'business English theory and practice. On the one hand, the school-enterprise cooperation mode can meet the needs of personnel training, on the other hand, it can directly transport talents for enterprises. For cross-border e-commerce business English teaching, the demand for school-enterprise cooperation is higher. Inside universities, we should build a "double-mentor" talent training model. By introducing e-commerce professionals with business experience, colleges and universities can organize students to carry out professional practice. Through practice, students can make up for their shortcomings. Through practical activities, colleges and universities can formulate targeted teaching and training programs.

#### 4.3 Establish cross-border e-commerce entrepreneurship studio

Entrepreneurship education is an important means of training students. However, cross-border e-commerce entrepreneurship studio is the requirement of cross-border e-commerce development. The establishment of the studio meets the needs of e-commerce development. Therefore, colleges and universities can promote the establishment of entrepreneurship studios. In this way, according to their different interests, students can join the corresponding studio. Studios and enterprises cooperate with each other, which can not only provide students with a real platform for learning and real products, but also enable students to truly understand the real foreign trade process and cultivate their innovative consciousness. This way is more conducive to the cultivation of applied cross-border e-commerce business English talents.
5. Conclusions
Cross-border e-commerce is a new international trade situation based on the Internet. Therefore, business English teaching in Colleges and universities should keep up with the pace of social development. According to the current situation of talent demand for cross-border e-commerce, we must reform the traditional teaching methods. Through diversified teaching and practical teaching methods, we can cultivate professional applied business English talents suitable for cross-border e-commerce.

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