

# Research on the Talent Training System for the "Foreign Language + Cross-Border E-commerce" Micro-Major

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## ABSTRACT

Artificial intelligence has deeply integrated into the global digital economy, and "foreign language + cross-border e-commerce" compound talents have become the core force driving the high-quality development of China's foreign trade. Currently, the cultivation of micro-specialists in this field faces issues such as homogenized training objectives, disconnection between foreign language and e-commerce capabilities, fragmented course content, and weak practical components. This paper aims to cultivate compound, applied, and international cross-border e-commerce talents by constructing a training system that includes training positioning, integrated courses, and full-process practical teaching. It proposes implementation paths from aspects such as aligning with corporate positions, integrating online and offline resources, and improving assessment and evaluation. This system can promote the organic integration of language application skills and cross-border e-commerce business capabilities, providing theoretical support and practical paradigms for the construction of micro-specialties in universities, the cultivation of compound talents, and the high-quality development of the cross-border e-commerce industry.

## KEYWORDS

Foreign language + cross-border e-commerce; Micro-specialization; Talent cultivation system; Interdisciplinary professionals; University-enterprise collaboration

## 1 Introduction

With the deepening development of the global digital economy and the widespread application of artificial intelligence technologies, cross-border e-commerce has become the core engine driving high-quality growth in China's foreign trade. The industry's demand for interdisciplinary talents proficient in foreign language application, e-commerce operations, and cross-cultural communication is growing increasingly urgent. Micro-specializations, as interdisciplinary and precision-oriented talent cultivation platforms, provide a crucial pathway for nurturing "foreign language + cross-border e-commerce" professionals. However, current micro-specialization programs still face challenges such as homogenized objectives, fragmented curricula, weak practical training, and homogeneous faculty, resulting in a significant gap between talent supply and industrial needs<sup>[1]</sup>. Grounded in the requirements of New Liberal Arts and aligned with industry demands, this paper systematically explores existing issues in micro-specialization talent cultivation, constructs a scientific training framework, and proposes implementation pathways. These findings aim to provide theoretical references and practical models for similar micro-specialization programs in higher education institutions, ultimately enhancing the quality of talent supply in the cross-border e-commerce sector.

## 2 Problems in the Training of Micro-Professional Talents of "Foreign Language + Cross-border E-commerce"

### 2.1 Homogenization of Training Objectives and Disconnection between Foreign Language and E-commerce Competencies

The digital economy and artificial intelligence are profoundly transforming the cross-border e-commerce industry, creating a talent demand landscape characterized by multidisciplinary expertise, global perspectives, and practical application. Professionals must demonstrate comprehensive competencies in technical language proficiency, digital operations, cross-cultural communication, and business execution. However, current micro-specialty programs exhibit homogenized objectives, with most universities adhering to traditional foreign language education paradigms that prioritize language skills as the sole focus. This approach fails to adequately address cross-border e-commerce's multifaceted job requirements and lacks an integrated curriculum that bridges linguistic competence with e-commerce capabilities. Some programs merely combine basic language courses with fundamental e-commerce modules without establishing a holistic competency framework for the entire industry process. While students may acquire basic language skills, they often struggle to apply these in real-world scenarios like cross-border platform management, cross-cultural business negotiations, or localized marketing copywriting. The disconnect between language proficiency and e-commerce expertise results in graduates who fail to meet industry core demands, creating a significant gap between

academic training and practical business needs.

## **2.2 Fragmented Course Content and Insufficient Integration of Language with Business**

The current micro-specialty curriculum design suffers from fragmentation, failing to establish an organic integration between language instruction and cross-border e-commerce operations. Courses lack logical connections and coherent content progression. Many universities still prioritize traditional foreign language courses, offering only sporadic standalone e-commerce modules like cross-border platform operations and digital marketing without restructuring curricula around actual business workflows. This results in disconnected language and e-commerce education. While foreign language courses focus on general linguistic knowledge, they lack targeted content like business English communication, cross-border copywriting, and cross-cultural customer service tailored to e-commerce scenarios. E-commerce courses emphasize technical operations and process explanations, neglecting language's practical applications in e-commerce. Language skills are not integrated into platform management, market research, compliance, or risk control. Such fragmented course designs prevent students from effectively converting language knowledge into practical e-commerce expertise, hindering the development of comprehensive competencies essential for real-world cross-border e-commerce work.

## **2.3 Virtualization of Practice Links, Weakness in Platform Operation and Business Processes**

Practical training serves as the cornerstone of cultivating applied talents in this micro-specialization. However, most universities' practical teaching suffers from oversimplification and formalism, failing to align with real-world cross-border e-commerce scenarios. The platform operation and end-to-end business training remain inadequate. Some institutions still rely on simulated software operations and case analyses, using outdated platform data that fails to replicate the operational rules, market dynamics, and customer demands of mainstream platforms like Amazon and Alibaba International Station.

Students' hands-on training remains at a basic operational level, lacking systematic practice in product selection, listing, promotion, customer service, logistics, and risk management. University-industry collaboration in cross-border e-commerce often remains superficial, with insufficient off-campus training bases. Students struggle to engage with real business projects and operational data, hindering their ability to develop language application, platform operation, and problem-solving skills in authentic work environments. Practical training lacks targeted training in core competencies such as industry compliance requirements and cross-cultural business handling, resulting in graduates who struggle to adapt quickly to job requirements and exhibit a significant gap between their practical skills and corporate demands.

# **3 The Construction of Talent Training System for Micro-Program in "Foreign Language + Cross-border E-commerce"**

## **3.1 Focus on Compound Ability, Clarify the Training Orientation of "Foreign Language + E-commerce"**

Guided by the holistic education philosophy and aligned with the development trends of cross-border e-commerce industries in the AI era, this micro-specialization program defines its core positioning as a compound, applied, and international-oriented training model. By integrating competency development as the central logic of the training system, it systematically cultivates five core competencies in students. Breaking through the boundaries of traditional single-discipline education, the program builds upon foreign language foundations while incorporating cross-border e-commerce business knowledge and digital technology applications<sup>[2]</sup>.

Its training objectives focus on developing compound talents with solid language-cultural application skills, professional cross-border e-commerce digital operation capabilities, proficient technical tools and data literacy, outstanding innovative thinking and practical problem-solving abilities, as well as strong professional ethics and global competence. Tailored to industry-specific job requirements, the program deeply integrates language training with e-commerce business capabilities. Language proficiency is applied to serve the entire cross-border e-commerce workflow, while e-commerce skills training addresses cross-cultural scenario demands, incorporating digital literacy and business ethics education. This approach ensures the training positioning not only meets the interdisciplinary development requirements of "New Liberal Arts" but also precisely aligns with core industry needs, achieving synchronous resonance between talent cultivation and industry development.

## **3.2 Reconstructing the Course Module to Deepen the Integration of Language and Business**

The program comprises four core modules: Language and Culture, Cross-border E-commerce Practice, Digital

Technology Application, and Innovation & Practice. Each module is designed around core competency objectives, with interconnected and progressively layered content. The Language and Culture module focuses on cross-border e-commerce scenarios, offering courses like Advanced Business English, Cross-cultural Business Communication, and Cross-border E-commerce Copywriting. It integrates language instruction into real-world business contexts such as negotiations, customer service, and localized marketing<sup>[3]</sup>. The Cross-border E-commerce Practice module systematically covers essential business knowledge including platform operations, digital marketing, supply chain management, and compliance risk control, with teaching materials tailored to foreign language application scenarios.

The Digital Technology Application module equips students with skills to utilize AI tools and data analytics platforms for cross-border e-commerce operations, achieving seamless integration of digital technology with language and e-commerce practices. The Innovation & Practice module centers on project-based learning, featuring courses like Cross-border E-commerce Innovation and Entrepreneurship to help students synthesize knowledge from all modules. By emphasizing content integration and breaking down disciplinary barriers, the program creates a cohesive knowledge system where language, e-commerce, and digital technology knowledge mutually reinforce each other.

### **3.3 Strengthen Practical Teaching to Connect with the Real Cross-border E-commerce Process**

Guided by real-world business scenarios, we establish an integrated online-offline practical teaching system that combines virtual and physical elements. By deepening hands-on training components, we achieve precise alignment with cross-border e-commerce workflows. Leveraging VR/AR technology, we create a virtual training center simulating authentic operational environments, market rules, and business processes of major platforms like Amazon and Alibaba International Station. Students conduct comprehensive training in virtual settings, covering product selection, listing, promotion, and customer service, thereby solidifying foundational operational skills. We strengthen partnerships with leading cross-border e-commerce enterprises and industrial parks to establish off-campus training bases.

These facilities incorporate real business units, projects, and operational data from enterprises into campus environments, enabling students to engage in actual order processing, platform operations, and customer development—gaining practical experience in real-world scenarios. The "project-based" teaching model, implemented through school-enterprise collaboration projects and cross-border e-commerce innovation competitions, empowers students to form teams and complete full-cycle project practices from market research, product positioning, localized marketing to platform operations. This approach cultivates teamwork and comprehensive business competencies.

## **4 Implementation Path of the "Foreign Language + Cross-border E-commerce" Micro-Professional Talent Training System**

### **4.1 Aligning with Corporate Job Requirements to Optimize Talent Cultivation Methods**

Guided by industrial demand, establish a dynamic research mechanism for job requirements in the cross-border e-commerce industry, accurately decompose the competency requirements of positions, and optimize the talent training program for this micro-specialization to achieve precise alignment with corporate job demands. Collaborate with local government commerce departments, industry associations, and leading enterprises to form a micro-specialization steering committee. Conduct systematic research on the competency requirements, knowledge structure, and professional standards for core positions such as platform operations, cross-border digital marketing, cross-cultural customer service, and supply chain management, integrating industry standards and job requirements into the entire process of training program development.

Based on the detailed requirements of job competencies, optimize training objectives and core competency systems, adjust the content settings and class hour allocation of course modules, increase the proportion of core content such as cross-border e-commerce practical teaching, digital technology application, and cross-cultural business processing, and remove teaching content that is disconnected from job requirements. Combine the characteristics of regional cross-border e-commerce industry development to formulate differentiated training programs, emphasizing the cultivation of professional competencies required by local industries. Border regions should focus on the integrated training of "Belt and Road" minor languages and cross-border e-commerce, while coastal regions should prioritize the cultivation of cross-border platform operations and international digital marketing capabilities. Establish a dynamic adjustment mechanism for training programs, promptly optimizing course content and teaching models according to industry technological advancements and changes in job demands to ensure relevance and practicality.

## 4.2 Integrating Online and Offline Resources to Build a Practical Teaching Platform

The institution leverages intelligent teaching platforms to establish a digital education ecosystem, integrating resources such as micro-lectures, real-world corporate case libraries, multilingual language corpora, and AI tool training packages. This enables the development of bilingual online courses and practical training modules that support student autonomy and personalized learning.

On-campus initiatives include "Smart Workshops" and virtual cross-border e-commerce training centers equipped with professional equipment and VR/AR systems, providing hands-on practice and scenario-based learning environments. Collaborative partnerships with cross-border e-commerce companies establish off-campus training bases and industry academies, integrating real business scenarios, operational teams, and project resources to achieve deep integration between academic instruction and practical application <sup>[4]</sup>. The institution promotes complementary online-offline resource synergy, creating a teaching model that combines "self-directed online learning + in-depth offline discussions + hybrid virtual-real practice." This approach allows students to build foundational knowledge through digital platforms, enhance practical skills via workshop and training center experiences, and accumulate real-world expertise at industry-academia collaboration bases, maximizing the utilization of educational resources.

## 4.3 Improve the Assessment Mechanism to Highlight Professional Application Capabilities

Drawing inspiration from the "Practice Points Bank" concept, we establish a dynamic evaluation system covering four key dimensions: knowledge, skills, professional competence, and innovation capabilities. This framework not only assesses theoretical understanding of language and e-commerce but places greater emphasis on practical competencies in cross-border e-commerce scenarios, including language application, platform operation, data analysis, and problem-solving. A multi-tiered evaluation system integrates feedback from university faculty, corporate mentors, industry experts, and peer students <sup>[5]</sup>. Faculty members focus on theoretical knowledge and teaching effectiveness, while corporate mentors evaluate practical skills and job relevance.

Industry experts assess compliance and professional expertise, ensuring comprehensive and objective results. Core operational metrics like store traffic, conversion rates, and order processing efficiency are incorporated into the evaluation framework, alongside industry standards and corporate KPIs. Student achievements in authoritative certifications such as Alibaba Cross-border E-commerce Expert Certification and AWS Cloud Computing Certification are recognized and converted into corresponding course credits. The system combines formative and summative assessments, documenting learning progress through classroom participation, project reports, hands-on training, corporate internships, and innovation competitions.

# 5 Case Analysis

## 5.1 Practice of System Construction

In the practice of building a "Foreign Language + Cross-border E-commerce" micro-major at a university, leveraging the advantages of foreign language disciplines and combining the characteristics of regional cross-border e-commerce industry development, the university has established a comprehensive talent cultivation system guided by the concept of holistic education, focusing on the integration of competencies and implementing a series of practical measures. In terms of training orientation, the university collaborates with local cross-border e-commerce industry associations and leading enterprises to conduct research on regional job demands, clarifying the training objectives of cultivating professionals with bilingual proficiency in "minor languages + English," full-process cross-border e-commerce operational capabilities, and digital technology application skills, with a focus on serving the "Belt and Road" cross-border e-commerce trade.

Integrated courses such as Business Persian, cross-cultural business communication, Ali International Station operation, AI cross-border marketing, and cross-border e-commerce project practice are offered, achieving deep integration of minor languages, English, and cross-border e-commerce business. In terms of practical teaching construction, the university collaborates with regional cross-border e-commerce industrial parks to establish off-campus training bases, introduces real business projects from three leading enterprises, and creates an on-campus virtual training center for cross-border e-commerce, equipped with simulation operation systems for platforms such as Amazon and AliExpress, building a dual-layer practical teaching system of "virtual training + real projects." In terms of faculty team building, 10 foreign language teachers are dispatched to partner enterprises for on-the-job training, and 8 corporate executives and senior operational experts are invited to serve as enterprise mentors. A cross-school-enterprise dual-teacher teaching team is formed, jointly developing three sets of bilingual practical textbooks and one enterprise case library.

## 5.2 Implementation Outcomes

In terms of talent cultivation quality, this micro-specialization has trained over 200 students, significantly enhancing their comprehensive abilities. More than 90% of students can independently complete the entire operational process of cross-border e-commerce platforms, and 85% have obtained Alibaba's primary or intermediate certification in cross-border e-commerce. They have won over 30 provincial-level or higher awards in the National Cross-border E-commerce Innovation and Entrepreneurship Competition, with their bilingual application, practical operation, and innovative capabilities highly recognized by the industry. In terms of employment, the graduate employment rate reaches 98%, with 80% entering cross-border e-commerce enterprises to work in core positions such as platform operations, digital marketing, and cross-cultural customer service. Some have even started their own cross-border e-commerce companies, with job fit and salary levels exceeding the average for the same major, making them a core talent reserve for the regional cross-border e-commerce industry.

In terms of school-enterprise cooperation and industrial services, 12 cross-border e-commerce business research projects have been jointly conducted with partner enterprises, providing technical services such as multilingual translation, localized marketing, and platform optimization to help enterprises enhance their "Belt and Road" market expansion capabilities. It has also become a regional cross-border e-commerce talent training base, conducting employee training for over 2,000 local enterprises, fostering a quadrilateral talent cultivation ecosystem involving government, schools, industries, and enterprises. The practice of this micro-specialization construction provides replicable and scalable experiences for the interdisciplinary transformation of foreign language majors in universities.

## 6 Conclusion

Against the backdrop of digital economy and artificial intelligence development, the "Foreign Language + Cross-border E-commerce" micro-specialization has emerged as a crucial pathway for universities to cultivate interdisciplinary foreign trade professionals that align with industrial demands. The construction and optimization of its talent cultivation system represent a key practice in the development of New Liberal Arts. This paper addresses core issues in the cultivation of this micro-specialization from four dimensions: goal orientation, curriculum design, practical training, and faculty development. It constructs a cultivation system through four major aspects: positioning for interdisciplinary competency development, integrated curriculum modules, full-process practical teaching, and dual-qualified faculty teams. By aligning with job requirements, integrating teaching resources, refining evaluation mechanisms, and deepening school-enterprise collaboration, the paper establishes implementation pathways and validates the system's feasibility and effectiveness through practical case studies.

This framework breaks down disciplinary barriers, achieves deep integration of language and e-commerce operations, and provides practical references for similar micro-specialization development in universities. Moving forward, it remains essential to rely on collaborative mechanisms among government, schools, industries, and enterprises to continuously optimize the cultivation system based on industry technological iterations and evolving job requirements.

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