

# ***Research on the Application of Project-Based Teaching Reform of Professional English Course under the Cross Border E-Commerce Platform***

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**Keywords:** Professional English, Project teaching method, Application

**Abstract:** Due to the fact that professional English courses generally fail to achieve the teaching goal of “learning for application”, based on the teaching characteristics of this kind of courses focusing on skills and practice, this study expounds the application of project teaching method in the course of “cross border E-commerce English”, that is, project as the carrier, English as the medium, professional ability training as the core goal, focusing on the cultivation of operational ability and all-round practical training Classroom teaching realizes the seamless connection between professional skills and job requirements, and enables students to complete various tasks in the workplace.

## **1. Introduction**

One belt, one road strategy one belt, one road President Xi Jinping visited in 2013, was put forward by the president. The strategy not only promotes China's economic development and international regional cooperation, but also brings more opportunities and risks to all walks of life in China. For example, the strategy of “one belt and one road” requires a large number of languages to engage in economic, trade, financial insurance and legal tourism. And other industries. The domestic research on ESP began in the 1960s. Professor Liu Runqing of Beijing Foreign Studies University believes that the development of English will be more and more, and ESP will become the mainstream of English Development in the new century. Experts and scholars such as Liu Fagong, Wang Shouren, Cai Jigang and Qin Xiubai also emphasize the importance of ESP. In fact, there are some problems in the teaching of professional English in Colleges and universities, which can not meet the needs of professional English talents in social industries and enterprises.

## **2. Background and Current Situation of Cross Border e-Commerce Development**

Cross border e-commerce refers to the transaction between buyers and sellers in different countries and regions through e-commerce. It is a cross-border international business activity. On March 7, 2015, the State Council approved the establishment of China (Hangzhou) cross border e-commerce comprehensive pilot zone (hereinafter referred to as comprehensive pilot zone). As a national e-commerce center, Hangzhou plans to build the comprehensive test K of cross-border e-commerce into a national cross-border e-commerce entrepreneurship and innovation center,

service center and big data center with the main characteristics of “online integration, cross-border trade and comprehensive services” after 3-5 years of reform and experiment. Some data show that the proportion of cross-border e-commerce in China's foreign trade in 2014 is about 15%. According to the prediction of the Ministry of Commerce, the import and export volume of cross-border e-commerce in 2016 will reach 6.5 trillion yuan<sup>[1]</sup>. The rapid development of China's cross-border e-commerce industry is of far-reaching significance to further expand domestic and foreign marketing channels, enhance China's brand competitiveness and realize the transformation and upgrading of China's foreign trade.

### **3. The Necessity of Curriculum Reform of English Major in Higher Vocational Colleges in the Direction of “English + Cross Border e-Commerce”**

The development of the industry is inseparable from the reserve of talents. At present, many cross-border e-commerce platforms, such as Amazon, e-bay and Dunhuang, all use English as their working language. Cross border e-commerce practitioners need to use English to communicate and negotiate in the early stage of the transaction and the later stage of after-sales service. Good English professional skills are one of the necessary conditions to enter this field. In addition, excellent cross-border e-commerce talents must also have certain cross-cultural business communication skills, be able to understand the social and business culture of the target market country, and be able to adapt to the needs of different countries Chinese culture is different, looking for and developing marketable products, quickly opening up overseas markets. With the rapid development of cross-border e-commerce industry, it is urgent to cultivate a group of interdisciplinary talents with good foreign language ability, proficient in international trade and e-commerce knowledge, familiar with the online shopping consumption concept of overseas customers, master the operation and marketing skills of cross-border e-commerce platform, and be able to engage in cross-border trade and e-commerce. Therefore, it is of great significance to study how to cultivate new cross-border e-commerce talents with “foreign trade, e-commerce and foreign languages”. At present, some higher vocational colleges in our province have actively responded to the national policies and the needs of regional economic development, accelerating the cultivation of cross-border e-commerce professionals and the construction of teaching resource database. The International Business Department of Zhejiang Finance Vocational College focuses on the construction and application of national curriculum resources of cross border e-commerce, publishes a series of core curriculum materials of international trade major in higher vocational colleges, cross border e-commerce practice, and has been put into teaching. Zhejiang Vocational and Technical College of Commerce has also carried out the construction of cross-border e-commerce talent training mode, teaching culture and training program and school enterprise cooperation system<sup>[2]</sup>. The external environment is changing, and the needs of enterprises are changing. As a traditional major, business English major in higher vocational colleges should keep pace with the times, constantly innovate, and constantly adjust its talent training program and curriculum, so as to cultivate international business talents to adapt to the information age.

### **4. Application of Project Teaching Method in Cross Border e-Commerce English Teaching**

The full name of cross-border e-commerce is cross-border e-commerce, which refers to an international business activity that realizes transaction and settlement through e-commerce platform and completes delivery through cross-border logistics. “Cross-border electricity business English” is an industry English course that emerged under the background of “Internet plus” and the rapid rise of cross-border electricity providers. Through the knowledge learning and skills training of this course, students can complete related operations on the three cross-border e-commerce platforms

such as global express, SH, Amazon and Dunhuang, including registration, commodity distribution, online communication, commodity promotion, and cross Easy confirmation, logistics mode selection, delivery and customs declaration, collection and after-sales. “Cross border E-commerce English” course has strong practicality and operability<sup>[3]</sup>. Therefore, the author takes project teaching method as the main line, comprehensively uses situational teaching method, case teaching method, flipped classroom and group cooperative learning in the course teaching. Firstly, the teacher requires the students to register real stores in the third-party cross-border e-commerce platform as cross-border e-commerce specialists; secondly, the students try to complete each project according to the teacher's requirements, while the teacher demonstrates the operation process and explains and summarizes the relevant knowledge points; finally, the teacher guides the students to complete the task of ability training, aiming at consolidating and improving the cross-border e-commerce business The ability to operate. The teaching design and practice steps are presented below with the content of “pricing and release of cross-border products” as an example.

The first step is to clarify the project tasks. First of all, teachers should set clear teaching objectives. Knowledge objectives include being familiar with the basic concepts of cost, expense and profit, mastering the basic meaning of the three terms of shelf price, sales price and order price, and being familiar with the Publishing Rules of third-party cross-border platform products. Ability objectives include the quotation accounting of cross-border e-commerce products, and being able to publish product information on the third-party cross-border platform<sup>[4]</sup>. Secondly, the teacher introduces the main contents and tasks of the project to the students, including the workflow and evaluation criteria, so that the students can make clear the specific contents and objectives of each project.

The second step is to make a project plan. Under the guidance of teachers, students divide the project tasks into several sub projects. Sub project 1: calculate the cost, expense and profit of products, and set the shelf price of products. Price is the core of the transaction, and all the transaction terms will be reflected in the price; setting a reasonable price on the shelf also plays an important role in determining the transaction of products<sup>[5]</sup>. Sub project 2: review the description of the product title and details page, and release the product on the platform. The description of product title and detail page directly affects the buyer's search. A good title and detail page can enhance the ranking, increase the number of visitors, conversion rate and transaction rate.

The third step is to implement the project plan. Students implement specific projects under the guidance of teachers. First of all, to complete the project preparation, teachers need to give full play to the advantages of flipped classroom, and provide students with digital teaching resources such as case, micro lesson, video and courseware before class, so as to facilitate students' self-learning knowledge and skills. Secondly, students are divided into groups, and the grouping standard is the reasonable collocation of students with different learning levels; teachers inform students of group learning objectives and group tasks after the completion of the grouping. The process of group cooperative learning is inseparable from the supervision and coordination of teachers, including guiding the project process, correcting mistakes, encouraging multi angle participation and promoting team cooperation. Thirdly, on the basis of self-learning digital resources and watching the teacher's operation demonstration, students first calculate the price of products on the shelf according to the pricing formula, and can also use the cost pricing method and competitive pricing method; then, under the guidance of the teacher, complete the product price setting on the platform; after determining the price, students also need to improve the title description and detailed description of products on the platform. In the process of project implementation, students need to make full use of cooperative learning and inquiry learning methods, and select the best product title and keywords through brainstorming; the inspection of product attributes and product customization is also very important, students should pay attention to the product information filling in line with

the real object, and highlight the selling point and value of the product; the packaging and physical information of the product must also be determined correctly, but After that, it can be released on the platform, and will be displayed in the store after being approved.

The fourth step is to evaluate the project. Although the evaluation project is the last link, teachers need to clearly inform students of the evaluation standard, evaluation method and evaluation subject before the implementation of the project. Project evaluation includes process evaluation and result evaluation, each accounting for 50% of the total score. The process evaluation and result evaluation of the project are composed of student evaluation, mutual evaluation and teacher evaluation<sup>[6]</sup>. Teachers need to summarize and comment on the performance of each student and group, including fully affirming multi angle participation, encouraging innovative thinking, and being good at finding bright spots.

## 5. Conclusion

Cross border e-commerce personnel training is an inevitable trend to adapt to market demand and economic development, and its rapid development trend also puts forward higher requirements for personnel training of related e-commerce, foreign trade and business English Majors in Colleges and universities. Higher vocational colleges should adjust teaching objectives, reform teaching mode, integrate social resources and cultivate more excellent cross-border e-commerce talents according to the needs of employment.

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