

Research on Cultivation Strategies of Intercultural Communicative Competence for English Majors

-- A Case Study of Cross-border E-commerce Courses

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Abstract: Driven by both the globalization of the digital economy and the rapid development of the cross-border e-commerce industry, the talent cultivation of English majors needs to break through the limitation of "language instrumentalization" and shift towards the cultivation of compound competencies featuring "language + culture + professionalism". As a core literacy for international communication and the conduct of cross-border business, the quality of intercultural communicative competence cultivation directly determines the height of English majors' professional development. Taking cross-border e-commerce courses as the practical carrier, this paper, based on intercultural communication theory, constructivist learning theory, and experiential learning theory, adopts methods such as literature research, questionnaire surveys and case studies to systematically analyze the current practical dilemmas in the cultivation of intercultural communicative competence for English majors. Combined with the teaching practice cases of cross-border e-commerce courses in colleges and universities, it constructs a "five-in-one" intercultural communicative competence cultivation system from five dimensions: curriculum system reconstruction, teaching model innovation, practice platform construction, teaching staff development and evaluation mechanism improvement. This system provides an operable practical path for the reform of English major talent cultivation and helps students adapt to the needs of compound positions in fields such as cross-border e-commerce.

Keywords: English Majors; Intercultural Communicative Competence; Cross-border E-commerce Courses Cultivation System; School-Enterprise Collaboration.

1. Introduction

The global development of cross-border e-commerce has led to a surge in demand for interdisciplinary talents. The industry's rapid growth has spawned an urgent need for compound professionals equipped with "English language proficiency + cross-cultural communication competence + cross-border e-commerce skills." Practitioners are not only required to have fluent English communication abilities but also to master market rules, consumption habits, business etiquette and communication strategies under different cultural backgrounds. However, the current talent training for English majors still faces the issue of "three emphases and three neglects": emphasizing the imparting of linguistic knowledge while neglecting the practical application of culture; focusing on theoretical teaching sessions while downplaying scenario-based practical training; prioritizing the development of single skills while ignoring the construction of comprehensive capabilities. As a result, although students pass English professional examinations, they encounter dilemmas such as "ineffective communication" and "cultural conflicts" in scenarios like cross-border e-commerce customer communication, international marketing promotion, and cross-cultural dispute resolution, making it difficult for them to meet the requirements of industry positions.

The cross-border e-commerce course is a comprehensive program integrating "language application, cultural adaptation, and business practice." E-commerce processes such as market research, product operation, customer service, and logistics after-sales service all involve cross-cultural communication links, providing practical scenarios for cultivating the cross-cultural communication competence of

English majors. The in-depth integration of cross-border e-commerce courses with the talent training of English majors can not only make up for the deficiencies of traditional teaching but also realize the coordinated improvement of "language proficiency - cultural literacy - professional skills," serving as an effective path to address the disconnection between the talent training of English majors and industry needs.

This paper takes cross-border e-commerce courses as a specific carrier for cultivating cross-cultural communication competence and breaks through the traditional theoretical research framework of "pure language + pure culture." It constructs a four-dimensional interactive training theoretical model of "language - culture - business - practice," enriches the theoretical system of cross-cultural communication education and English major talent training, and provides a new theoretical perspective and empirical reference for research in related fields. Targeting the problems of "fragmented cognition, formalized practice, and simplified evaluation" in the cultivation of English majors' cross-cultural communication competence, this paper proposes specific and operable training strategies and implementation paths based on the teaching practice of cross-border e-commerce courses, so as to offer concrete plans for the reform of cross-border e-commerce courses for English majors in colleges and universities. Meanwhile, it helps students enhance their practical cross-cultural communication abilities and professional competitiveness, meeting the demand for interdisciplinary talents in the cross-border e-commerce industry.

2. Core Concepts and Theoretical Foundations

For English majors and other language learners, developing intercultural communicative competence is essential for effective communication in a globalized world where English serves as a lingua franca. This competence encompasses not only linguistic proficiency but also cultural awareness, sensitivity, and the ability to adapt communication strategies to different cultural contexts [1]. Below is an introduction to the core concepts and theoretical foundations of intercultural communication.

2.1. Connotation and Dimension Division of Intercultural Communicative Competence

Intercultural Communicative Competence refers to an individuals' s ability to accurately perceive cultural differences, appropriately utilize verbal and nonverbal symbols for effective communication, avoid cultural conflicts, and achieve communication goals in cross-cultural contexts. Drawing on Spitzberg's Intercultural Communicative Competence Model and the practical demands of the cross-border e-commerce industry, this paper divides the intercultural communicative competence of English majors into the following four dimensions:

The Cultural Cognition Dimension refers to the understanding and comprehension of cultural values—such as individualism, collectivism, and power distance—consumption habits including preferred product categories and payment methods, business etiquette like communication styles and negotiation approaches, and religious taboos such as product design taboos and marketing language taboos in target markets (e.g., Europe, America, Southeast Asia, and the Middle East). It serves as the foundation of cross-cultural communication.

The Language Adaptation Dimension refers to the ability to adjust linguistic expression styles—such as formal, informal, direct, and indirect—according to the target cultural context in cross-border e-commerce scenarios, accurately translate product information to avoid cultural misunderstandings caused by literal translation, and use business English for efficient communication including responding to customer inquiries, writing emails, and conducting video negotiations.

The Behavioral Response Dimension, as the core of intercultural communicative competence, refers to the ability to flexibly address issues arising from cultural differences in practical cross-cultural communication—including comforting customers' emotions when handling complaints, resolving order disputes caused by cultural misunderstandings, and adjusting international marketing plans to adapt to the target market's culture.

The Affective Adaptation Dimension, serving as the support of intercultural communicative competence, encompasses tolerance for cultural differences, confidence and empathy in cross-cultural communication, respect and acceptance of values from diverse cultures, avoidance of cultural prejudices and stereotypes, and maintenance of a positive communication mindset.

2.2. Core Theoretical Support

Experiential Learning Theory, proposed by American educator David Kolb, holds that learning is a cyclic process of "experience - reflection - abstraction - application." Only

through real experiences and practices can the internalization of knowledge and abilities be achieved. This theory provides guidance for the design of cross-border e-commerce courses: by creating authentic cross-border e-commerce business scenarios (such as operating real TEMU stores and handling real customer inquiries), students are enabled to experience cultural differences in practice, reflect on communication problems, summarize cross-cultural communication skills, and apply these skills to new practices, thus forming a closed loop for competence improvement.

Constructivist Learning Theory emphasizes that learning is not a process of passively accepting knowledge, but rather a process in which learners actively construct the meaning of knowledge through interaction and cooperation with others in specific contexts. In the cultivation of intercultural communicative competence, teachers need to create a "scaffolding" teaching environment—such as organizing group collaboration to complete cross-border e-commerce marketing projects and conducting cross-cultural case analyses—to guide students to actively explore the essence of cultural differences and independently construct a knowledge system of cross-cultural communication, rather than merely relying on teachers' theoretical lectures.

Hofstede's Cultural Dimensions Theory, proposed by Dutch psychologist Geert Hofstede, categorizes different cultures into four dimensions: "Individualism vs. Collectivism," "Power Distance," "Uncertainty Avoidance," and "Long-term vs. Short-term Orientation." This theory provides a theoretical tool for understanding cultural differences in cross-border e-commerce scenarios. For instance, in European and American markets dominated by individualistic cultures, marketing copy should emphasize "personal needs and personalized experiences"; whereas in Southeast Asian markets guided by collectivistic cultures, it is necessary to highlight "recognition from family and communities." The theory helps students establish a systematic cultural cognition framework, avoiding fragmented learning of cultural knowledge.

3. Current Situation and Problems in Cultivating English Majors' Intercultural Communicative Competence in Cross-border E-commerce Courses

After clarifying the core concepts and theoretical foundations of intercultural communication, it is necessary to further explore the current situation and existing problems in cultivating English majors' intercultural communicative competence. Cross-border e-commerce has emerged as a crucial platform for international business transactions in the digital era, requiring not only linguistic proficiency but also intercultural competence for effective communication between sellers and buyers from diverse cultural backgrounds[2].

3.1. Current Situation Analysis (Based on Questionnaire Survey Data)

In terms of cultural cognition, students have a weak foundation and lack systematic knowledge related to cross-border e-commerce. Survey results show that only 23.7% of students can "accurately distinguish cultural dimension differences among more than 3 cross-border e-commerce target markets"; 68.2% of students indicate that they

"understand the cultural customs of some countries but cannot integrate them with cross-border e-commerce business"; regarding the question "Can you identify product design taboos in target markets?", 72.5% of students choose "Occasionally able to identify, but lack systematic methods". This indicates that students' cultural cognition mostly remains superficial, lacking systematic knowledge integrated with cross-border e-commerce business, which is insufficient to support the development of practical business.

In terms of language adaptation, students are competent in daily communication but lack sufficient adaptability in cross-border e-commerce business scenarios. 85.3% of students can "conduct daily conversations and basic writing in English", but only 31.6% can "adjust the style of business English expression according to the target market culture"; In the test of "writing cross-border e-commerce product listings", 58.7% of students have "cultural misunderstandings caused by literal translation" (e.g., directly translating "cost-effective" as "cheap", which is likely to trigger negative associations in European and American markets); Only 25.4% of students can write English emails that comply with international business norms (such as cultural adaptation of opening greetings and closing honorifics).

In terms of behavioral response, students possess theoretical cognition of cross-cultural communication but lack practical application abilities in cross-border e-commerce scenarios. 76.8% of students state that they "know cultural differences should be noted in cross-cultural communication", but in the simulated scenario of handling cross-border e-commerce customer complaints, only 29.3% of students can "first comfort the customer's emotions, then analyze the problem and propose solutions"; 63.5% of students experience low communication efficiency due to "being unable to understand the customer's cultural background and needs"; In the test of "handling cross-cultural order disputes", 81.2% of students choose to "respond rigidly according to platform rules" instead of flexibly adapting to cultural differences.

In terms of affective adaptation, students show insufficient tolerance for cultural differences and lack confidence in cross-cultural communication related to cross-border e-commerce. 57.4% of students express that they "feel nervous when communicating with people from different cultural groups"; 48.9% of students admit that they "hold stereotypes about certain cultures (e.g., believing that Middle Eastern customers are difficult to communicate with)"; Only 32.8% of students can "maintain patience and empathy when encountering cultural conflicts". This shows that students' affective adaptation ability in cross-cultural communication is weak, and negative emotions are likely to affect communication effects.

3.2. Analysis of Core Problems

In terms of the curriculum system, the "culture - business - language" components are isolated from each other, lacking effective integration. Isolated course setup: Cross-cultural related courses (e.g., Introduction to Intercultural Communication) are mostly general education electives, accounting for less than 5% of total class hours. Their content focuses on theoretical teaching and lacks connection with core English major courses (e.g., Advanced English, Business English).

Textbook content is outdated, as most cases in existing cross-cultural textbooks are derived from traditional

international trade scenarios and lack targeted cases for the cross-border e-commerce industry—such as cultural adaptation in cross-border e-commerce live streaming and cultural taboos in social media marketing. Textbooks have a long update cycle and fail to reflect the cultural characteristics and business needs of emerging markets (e.g., the Middle East, Latin America).

The teaching model is characterized by a disconnection between theory and practice, along with a lack of contextualization that aligns with actual application scenarios. Single teaching method: Over 80% of cross-cultural courses adopt the traditional model of "teacher lectures + PPT presentations," where students passively accept knowledge and lack a sense of participation. Even when case analysis is introduced, it is mostly a one-way model of "teacher analysis - student listening," making it difficult for students to deeply understand the essence of cultural differences.

Practical links tend to be formalized, as although some universities offer cross-border e-commerce practical training courses, most rely on simulation software and lack real business scenarios. Practical training content focuses on basic operations such as "product listing and order processing," ignoring targeted training for cross-cultural communication competence (e.g., simulated customer communication, dispute resolution).

The teaching staff faces a disconnection between professionalism and industry needs, along with a lack of interdisciplinary competence. Single professional background: Most English major teachers have backgrounds in linguistics or literature; Over 85% have no work experience in the cross-border e-commerce industry. They lack sufficient understanding of cross-border e-commerce business processes and the actual needs of cross-cultural communication, making it difficult to design targeted teaching content and practical links.

Teacher training is insufficient, as university training for English major teachers mainly focuses on language teaching methods and academic research, while lacking specialized training in cross-border e-commerce skills and cross-cultural business communication. Teachers have little exchange and cooperation with cross-border e-commerce enterprises, making it difficult to obtain cutting-edge industry trends and real cases.

The evaluation mechanism features an imbalance between outcome and process, coupled with a lack of comprehensiveness in assessment. Evaluation content is one-sided, as existing evaluations mainly rely on final exams (accounting for over 50%), focusing on testing students' memory of linguistic knowledge and cultural theories while ignoring the assessment of practical cross-cultural communication abilities—such as communication skills and problem-solving.

The evaluation subject is single, as evaluations are mainly conducted by teachers and lack student self-evaluation, group peer evaluation, and enterprise evaluation—making it difficult to objectively reflect students' cross-cultural communication competence. Feedback on evaluation results is lagging, failing to timely guide students to improve their shortcomings.

4. Cultivation Strategies for English Majors' Intercultural Communicative Competence from the Perspective of Cross-Border E-Commerce Courses

Curriculum integration serves as the foundation. It is necessary to break disciplinary barriers, organically integrate intercultural communication, English language, and cross-border e-commerce business knowledge, and construct a systematic curriculum system to avoid fragmented knowledge. Authentic practice is the core—only through real cross-border e-commerce business scenarios can students truly internalize intercultural communicative competence and avoid formalized practical links. University-enterprise collaboration is the key: cross-border e-commerce enterprises grasp real industry needs and the latest trends, and introducing enterprise resources can effectively enhance the pertinence and practicality of talent cultivation. Technology empowerment provides support: leveraging digital technologies such as VR and simulation software can create immersive practical scenarios, make up for the shortage of real practical resources, and improve teaching efficiency and effectiveness.

4.1. Reconstructing the Curriculum System: Building a "Four-Dimensional Interactive" Integrated Curriculum Module

Horizontal Integration: Break disciplinary boundaries and integrate cross-border e-commerce and intercultural elements into the English major curriculum system. Add a unit of "Intensive Reading of Cross-Border E-Commerce Industry Articles" to the Advanced English course, analyzing cultural difference expressions and business terms in the articles; Focus on cross-border e-commerce scenarios (e.g., product manuals, marketing copy, customer emails) in the Business English course; Select real cross-border e-commerce industry materials (e.g., international conference speeches, customer communication recordings) for the English Listening course to train students' ability to understand English accents and expression styles under different cultural backgrounds.

Vertical Progression refers to designing a progressive curriculum module of "Cognition - Application - Innovation" based on students' grade characteristics. For sophomores, offer Introduction to Cross-Cultural Cognition in Cross-Border E-Commerce, cultivating students' cultural cognition ability through tasks such as "drawing cultural maps of target markets" and "cultural case analysis"; For juniors, launch Intercultural Communication Practical Training in Cross-Border E-Commerce, combining real cases from platforms such as Amazon and AliExpress to train students' business English expression and cultural adaptation abilities, and improve their behavioral response capabilities through simulated scenarios like customer communication and dispute resolution; In the senior year, open Cross-Border E-Commerce Entrepreneurship Practice, organizing students to operate real stores, comprehensively applying intercultural communication competence to solve practical problems and fostering innovative abilities.

Textbook Update refers to coordinating with cross-border e-commerce enterprises and university teachers to compile the Practical Tutorial on Cross-Cultural Communication in

Cross-Border E-Commerce for English Majors, covering:

Market-Specific Cultural Guidelines is a detailed introduction to cultural dimensions, consumption habits, business etiquette, and taboos of mainstream cross-border e-commerce markets including Europe, America, Southeast Asia, the Middle East, and Latin America.

The Establishment of a Real Case Library refers to collecting successful and failed intercultural communication cases of cross-border e-commerce enterprises—such as a brand's product removal due to cultural taboos and an enterprise's sales growth through culturally adaptive marketing—accompanied by analysis and insights.

The Design of Practical Task Manuals refers to developing practical tasks including "cultural optimization of product listings", "cross-cultural handling of customer complaints", and "design of international marketing plans", along with supporting scoring standards and operation guidelines.

4.2. Innovative Teaching Model: Building a "Scenario-Based + Experiential" Teaching Loop

Intercultural competence, as a core goal of modern university English education, can be effectively fostered through task-based language teaching that integrates real-life intercultural communication scenarios, enabling students to develop both linguistic skills and the ability to navigate cultural differences [3]. Teachers implement scenario-based teaching and create six core scenarios based on the cross-border e-commerce business process.

Market Research Scenario: Group students to research a target market, analyze how cultural characteristics influence product demand, and present findings in a report. Teachers evaluate the accuracy and depth of cultural understanding in the reports.

Product Listing Scenario: Provide basic product information and ask students to optimize titles, descriptions, and images according to target market cultures. Enterprise mentors and teachers jointly assess the cultural adaptability of their work.

Customer Communication Scenario: Simulate cross-cultural customer inquiries (e.g., direct price negotiations from Western clients vs. relationship-building approaches from Southeast Asian customers). Students respond as customer service representatives, with peer and faculty feedback analyzing communication strengths and weaknesses.

Marketing Promotion Scenario: Task students with designing social media marketing campaigns (Facebook, TikTok) for target markets, requiring cultural considerations (e.g., avoiding revealing clothing in Middle Eastern markets while highlighting environmental sustainability in Western markets).

Order Processing Scenario: Present order issues arising from cultural differences. Students communicate with simulated customers to resolve problems and document their communication strategies.

Dispute Resolution Scenario: Use authentic cross-border e-commerce dispute cases (e.g., customers refusing products due to cultural practices). Students work in groups to develop solutions, simulate the entire communication process with customers, and receive faculty summaries of core cross-cultural dispute resolution techniques.

4.3. Project-Based Learning: Implementing "Learning by Doing" with Real Cross-Border E-Commerce Projects.

In cross-border e-commerce contexts, intercultural communicative competence is not merely an auxiliary skill but a core competency that determines the effectiveness of business interactions, as it involves navigating cultural norms, communication styles, and business etiquette across diverse cultural boundaries[4]. Given that intercultural communicative competence serves as a core competency for effective business interactions in cross-border e-commerce, university-enterprise collaborative projects have emerged as a targeted and practical approach to fostering this ability. University-Enterprise Collaborative Projects refers to partnering with cross-border e-commerce companies to integrate their actual overseas marketing and customer service optimization tasks into course projects, where students work in teams to complete these real business assignments under joint guidance from enterprise mentors and university teachers—project outcomes must meet actual business requirements, with evaluation based on both task completion quality and intercultural communication performance.

Entrepreneurship Projects involve organizing students to participate in innovation competitions—such as the "Internet +" and "Challenge Cup" competitions—by developing cross-border e-commerce business plans, encouraging them to design products with cultural adaptability as the core, and during the implementation process, students apply intercultural communication skills to solve practical business challenges while receiving comprehensive feedback from both academic and industry experts.

Cross-Border E-Commerce Studio is an on-campus studio established based on real cross-border e-commerce business resources, where students are organized into groups to operate actual stores and undertake cross-cultural business tasks assigned by platforms. Equipped with joint guidance from enterprise mentors and on-campus teachers, the studio records students' communication performance, problem-solving processes, and task completion quality in real time during practical operations, and generates comprehensive competency evaluation reports by integrating business data and intercultural communication indicators.

4.4. Flipped Classroom: Enhancing Active Inquiry and Interactive Learning

Intercultural communicative competence in cross-border e-commerce entails the ability to flexibly adjust communication strategies according to cultural differences in customer needs, values, and negotiation styles, and gamified training can effectively enhance this competence by simulating real cross-cultural business scenarios[5]. To translate the effectiveness of gamified training in enhancing intercultural communicative competence into tangible teaching practice, a three-stage (pre-class, in-class, post-class) teaching model integrated with online platforms can be adopted. Before class, teachers release learning resources and design preview tasks via online learning platforms such as Superstar Learning and Rain Classroom, and students engage in independent learning to complete these tasks. During class, teachers answer questions arising from students' previews and organize interactive activities including group discussions, game, case analyses, and role-plays. For example, centering on the theme

of "Cultural Adaptation in Cross-Border E-Commerce Live Streaming," students are asked to present preview results in groups, discuss differences in live streaming styles across various markets, and teachers provide summaries and insights. After class, students complete practical tasks, submit them via online platforms, and participate in mutual evaluations with teachers and peers, forming a closed loop of learning feedback.

4.5. Construction of a Trinity Practical Platform

Intercultural communicative competence is defined as the ability to interact appropriately and effectively with people from diverse cultural backgrounds, encompassing cultural awareness, empathy, and the flexibility to adapt verbal and non-verbal communication to fit contextual and cultural norms[6]. Given the unique practical demands of cross-border e-commerce—where this competence must be applied in real business scenarios—a trinity practical system integrating "on-campus, off-campus, and online" dimensions is constructed to achieve precise cultivation of intercultural communicative competence among cross-border e-commerce talents. Through multi-scenario and multi-dimensional practical training, students can enhance their intercultural communication, business operation, and collaborative cooperation abilities.

To address the lack of real business scenarios in practical training, the on-campus practical training platform should focus on creating immersive cross-cultural practice scenarios for cross-border e-commerce. Focusing on foundational competence development and scenario-based training, the on-campus practical training platform provides a practice environment close to real cross-border e-commerce business through functional zoning. The simulated operation zone is equipped with simulation systems of mainstream cross-border e-commerce platforms such as Amazon, AliExpress, and Wish, covering core business links including product listing, order processing, and marketing promotion. The systems incorporate specialized tasks such as customer communication from different countries and cross-cultural marketing, allowing students to familiarize themselves with cross-cultural business rules through simulated operations. The cross-cultural communication zone features multilingual communication rooms equipped with professional video conferencing equipment, building an online communication bridge between on-campus international students, students from foreign universities, and local students. It supports practical activities such as joint development of cross-border e-commerce projects and collaborative design of international marketing plans, strengthening real-time cross-cultural communication training. The VR training zone introduces specialized VR equipment and training software for cross-border e-commerce intercultural communication, creating immersive scenarios including customer communication, dispute resolution, and business negotiations. Students complete practical training by assuming virtual roles, and the system generates real-time training data and performance feedback to help students accurately improve their shortcomings in intercultural communication.

To further complement on-campus practical training, off-campus practice bases focus on deepening the university-enterprise collaborative education mechanism for cross-border e-commerce talent cultivation. Guided by job requirements, off-campus practice bases realize seamless

connection between practical training and industry positions through in-depth university-enterprise cooperation. Universities establish "order-oriented" training bases by cooperating with leading cross-border e-commerce enterprises such as Alibaba.com and SHEIN, customizing training programs based on the enterprises' requirements for cross-cultural business positions. Junior and senior students participate in on-the-job internships at the enterprises, deeply engaging in core business modules including international client development, overseas market operation, and cross-cultural business negotiations. Each student is assigned an exclusive industry mentor by the enterprise, who provides full-process guidance on cross-cultural communication practices and business operations.

"Enterprise classrooms" are set up by constructing a practice model of "bringing in + going out"—on one hand, universities invite enterprise executives and senior practitioners to campus to deliver lectures on topics such as practical cross-cultural communication in cross-border e-commerce and overseas market expansion experience, dissecting cross-cultural business operation skills through real cases. On the other hand, universities organize students to visit enterprises for learning, allowing them to gain an on-site understanding of the enterprises' cross-cultural business processes, management models, and job standards.

As a supplement to on-campus and off-campus practice, the online practice platform aims to expand the breadth and depth of cross-cultural practice for cross-border e-commerce talent. Breaking through time and space constraints, the online practice platform better integrates high-quality resources and provides students with flexible, convenient, and diversified practical channels. Universities cooperate with third-party educational technology companies to build a cross-border e-commerce cloud training platform, integrating real global cross-border e-commerce business cases, industry dynamic data, and specialized practical tasks. Students can leverage the platform to conduct intercultural communication competence training anytime and anywhere, including online simulation of customer communication in various scenarios, submission of international marketing plans with AI intelligent feedback, and participation in cross-cultural business skill competitions. Universities establish cooperative relationships with foreign universities to jointly launch the "Cross-Border E-Commerce Intercultural Cooperation Projects" as an international exchange platform. Students form teams with foreign peers through online collaboration platforms to complete full-cycle projects such as market research, product positioning and design, and cross-border marketing promotion. In cross-cultural team collaboration, they enhance their practical intercultural communication abilities and international perspectives.

4.6. Strengthening the Teaching Staff

Building an Interdisciplinary Teaching Team of "University Teachers + Industry Mentors + Foreign Experts" to Improve University Teachers' Cross-Border E-Commerce and Intercultural Business Capabilities

Industry Practice Training refers to universities arranging English major teachers to take on temporary positions in cross-border e-commerce enterprises—such as foreign trade specialists or operation assistants—where teachers familiarize themselves with cross-border e-commerce processes and the actual needs of intercultural communication by participating in real business operations.

Specialized Skill Training involves universities organizing teachers to participate in professional qualification training programs including "Cross-Border E-Commerce Operator" and "Intercultural Business Communication Specialist," and inviting industry experts to conduct specialized training on cross-border e-commerce platform operations and cross-cultural case analysis to enhance teachers' practical teaching capabilities.

Establishment of Academic Exchange and Cooperation encourages teachers to participate in academic conferences in the fields of cross-border e-commerce and intercultural communication, exchanging research findings and teaching experiences with domestic and foreign experts and scholars to update their teaching concepts.

Establishment of Engagement of Industry Mentors involves recruiting senior practitioners from cross-border e-commerce enterprises—such as operations managers and customer service supervisors—as industry mentors, who undertake part of the teaching tasks for courses like Intercultural Communication Practical Training in Cross-Border E-Commerce and provide guidance for students' practical projects and internships.

Inviting Foreign Experts refers to inviting intercultural communication scholars from foreign universities and foreign practitioners in the cross-border e-commerce industry to serve as visiting professors, who teach students about target market cultures and cross-cultural communication skills through a combination of online and offline methods and participate in evaluating students' practical achievements.

Establishing a Teaching Research Group with a Faculty Collaboration Mechanism refers to forming a teaching research group consisting of "English teachers + e-commerce teachers + industry mentors," which holds regular meetings to discuss curriculum design, teaching methods, practical arrangements, and other issues to ensure that teaching content is closely aligned with industry needs.

Joint Lesson Preparation involves organizing university teachers and industry mentors to conduct joint lesson preparation for core courses such as Intercultural Communication in Cross-Border E-Commerce, where they collaboratively design teaching plans, compile lesson plans and practical tasks, integrating real cases and industry experience into the curriculum.

Mentor-Mentee Pairing refers to arranging young English teachers to form "mentor-mentee pairs" with senior industry mentors, who guide young teachers in improving their practical teaching capabilities and help them quickly master cross-border e-commerce business knowledge and intercultural communication teaching skills.

5. Improvement of the Comprehensive Evaluation Mechanism: Quality Assurance for Cultivating Cross-Cultural Communicative Competence in Cross-Border E-Commerce

The trinity practical system provides diverse scenarios for training students' cross-cultural communicative competence, while a scientific evaluation mechanism serves as the core guarantee for testing training effectiveness and optimizing cultivation strategies. Based on this, this section constructs a "multi-dimensional + multi-subject + whole-process"

comprehensive evaluation system to achieve a comprehensive, objective, and dynamic assessment of students' cross-cultural communicative competence.

5.1. Designing Multi-Dimensional Evaluation Indicators: Anchoring Core Dimensions of Cross-Cultural Communicative Competence

Taking the four core dimensions of cross-cultural communicative competence (cultural cognition, language adaptation, behavioral response, and collaborative cooperation) as the foundation, and combining cross-border e-commerce business scenarios (such as customer communication, dispute resolution, and international project collaboration), detailed and quantifiable evaluation indicators and scoring criteria are formulated. This ensures that the evaluation content covers key links of competence cultivation, avoiding one-sidedness and ambiguity in evaluation.

For example, in the "cultural cognition" dimension, indicators such as "degree of understanding of the cultural customs of target markets" and "ability to predict cultural difference risks in cross-border e-commerce business" are set; in the "behavioral response" dimension, indicators including "timeliness and satisfaction of customer complaint handling" and "strategic adaptability in cross-cultural business negotiations" are established. Each indicator corresponds to a four-level scoring standard: "Excellent (85-100 points)", "Good (70-84 points)", "Qualified (60-69 points)", and "Unqualified (<60 points)", enhancing the operability of the evaluation.

5.2. Introducing Multi-Subject Evaluation: Constructing a Diversified and Collaborative Evaluation Framework

Breaking away from the traditional "single teacher evaluation" model, this section integrates key stakeholders in the training process to build a multi-subject evaluation system consisting of "teacher evaluation + student self-evaluation + group peer evaluation + enterprise evaluation." By integrating assessments from multiple perspectives, the objectivity and fairness of the evaluation results are ensured. The specific weights and evaluation criteria are as follows:

Teacher Evaluation (Weight: 40%): Undertaken by university professional teachers, it focuses on students' mastery of theoretical knowledge (e.g., intercultural communication theories, cross-border e-commerce policies and regulations), classroom performance (e.g., enthusiasm for case analysis, engagement in role-plays), and the quality of completed on-campus practical training tasks (e.g., simulated operation reports, VR training effectiveness). It comprehensively assesses students' foundational capabilities and on-campus practice performance.

Student Self-Evaluation (Weight: 10%): Students are guided to conduct self-reflection on their strengths and weaknesses in intercultural communication training by referring to multi-dimensional evaluation indicators. They are required to write a reflection report including a competency improvement path, fostering their self-awareness and autonomous learning abilities.

Group Peer Evaluation (Weight: 10%): In collaborative scenarios such as project-based learning (e.g., international marketing plan design) and group discussions, group members evaluate each other based on contribution level (e.g.,

task completion efficiency, quality of creative output), collaboration performance (e.g., communication enthusiasm, ability to resolve team conflicts), and intercultural communication coordination. This strengthens students' sense of teamwork and responsibility.

Enterprise Evaluation (Weight: 40%): Led by enterprise mentors at off-campus practice bases, it evaluates students' actual performance during on-the-job internships and enterprise project practice. Key assessment areas include job adaptability (e.g., effectiveness of international client development, overseas market operation data), practical cross-cultural business capabilities (e.g., customer satisfaction rate, dispute resolution rate), and professional literacy (e.g., work enthusiasm, pressure resistance). This evaluation directly aligns with industry job requirements.

5.3. Implementing Whole-Process Evaluation: Breaking the Traditional "One-Exam Determines All" Model

Evaluation is integrated throughout the entire cycle of cross-cultural communicative competence cultivation, replacing the traditional "one-time final exam" model. Through dynamic assessment across four stages—pre-class, in-class, post-class, and final evaluation—this approach tracks students' ability development. The specific stage division and evaluation content are as follows:

Pre-Class Evaluation (Weight: 10%): Based on preview tasks (e.g., target market cultural research reports, cross-border e-commerce case preview notes), it assesses students' foundational cultural cognition and autonomous learning abilities. This provides a basis for targeted adjustments to in-class teaching.

In-Class Evaluation (Weight: 30%): Combined with classroom teaching activities, real-time assessment is conducted on students' language adaptation and behavioral response capabilities through indicators such as the quality of case analysis presentations, performance in cross-cultural role-plays, and contributions to group discussions. It identifies students' competence gaps promptly and provides in-class guidance.

Post-Class Evaluation (Weight: 40%): It focuses on students' practical achievements, including on-campus VR training reports, completion of online cloud platform tasks (e.g., simulated customer communication records, AI feedback scores for marketing plans), and off-campus internship logs, and comprehensively evaluates students' comprehensive practical abilities and learning attitudes.

Final Evaluation (Weight: 20%): Adopts a combined format of "theoretical written examination + practical operation." The written examination assesses students' systematic mastery of intercultural communication theories and cross-border e-commerce professional knowledge. The practical operation component evaluates their practical cross-cultural communicative competence through scenario simulations (e.g., simulating product communication with European and American customers, handling order disputes in the Middle Eastern market), forming a phased summary of students' abilities.

5.4. Establishing a Feedback and Improvement Mechanism: Achieving Closed-Loop Optimization of the Evaluation System

The core purpose of evaluation is to "promote

improvement through assessment." By constructing a closed-loop mechanism featuring real-time feedback, regular summaries, and continuous optimization, evaluation results are translated into a basis for improving cultivation strategies, ensuring the effectiveness and adaptability of cross-cultural communicative competence training:

Real-Time Feedback: Teachers provide timely feedback on evaluation results to students through in-class instant comments, homework annotation, and one-on-one communication. They clearly point out students' problems in cultural cognition, language expression, and other aspects, and offer specific improvement suggestions (e.g., recommending intercultural case study materials, guiding business negotiation skills).

Regular Summaries: Organize a cross-cultural communicative competence summary meeting twice a semester (midterm and final). Invite students to share learning experiences and difficulties encountered in practice (e.g., misunderstanding cases in cross-cultural communication). University teachers and enterprise mentors jointly participate in discussions, formulating collective tutoring plans for common issues (e.g., insufficient cultural adaptation in small-language markets) and providing personalized guidance for individual problems.

Continuous Optimization: Regularly collect students' evaluation results, feedback from enterprise mentors (e.g., changes in job competence requirements), and industry trends (e.g., new cross-cultural communication requirements arising from adjustments to cross-border e-commerce platform rules). Based on these, adjust curriculum content (e.g., adding modules on emerging market cultures), optimize teaching methods, and improve evaluation indicators (e.g., supplementing evaluation items for cross-border e-commerce live streaming communication skills), realizing dynamic adaptation between the evaluation system and cultivation objectives.

6. Conclusion

Through an investigation and analysis of the current situation regarding the cultivation of English majors' intercultural communicative competence, combined with teaching practice cases of cross-border e-commerce courses, this paper proposes a "five-in-one" cultivation strategy: curriculum system reconstruction, teaching model innovation, practical platform construction, teaching staff development, and evaluation mechanism improvement.

Research shows that cross-border e-commerce courses are an effective carrier for cultivating English majors' cross-cultural communicative competence. Their real business scenarios and cross-cultural demands can address the "disconnection between theory and practice" in traditional training models, thereby enabling immersive cultivation of intercultural communicative competence. A successful cultivation model must have four characteristics: "integration, contextualization, practicality, and collaboration." Curricula need to realize the integration of "language - culture -

business," teaching should create real scenarios, competence improvement must rely on practical training, and the training process needs to strengthen university-enterprise collaboration. The multi-dimensional, multi-subject, and whole-process evaluation mechanism is the key to ensuring training effectiveness. It can objectively reflect students' cross-cultural communicative competence, guide students to focus on all-round ability development, and avoid the evaluation misunderstanding of "valuing results over process."

However, this study has limitations that the cases only cover some domestic universities and there is a lack of long-term post-graduation career assessment data. Future research will be deepened in four aspects: expanding the research scope and data dimensions, deepening research on emerging markets, promoting technology-empowered training, and expanding international cooperation channels.

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