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Talent Cultivation Strategies for English Cross-Border E-Commerce Live Streaming Professionals from an Industry-Education Integration Perspective

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Abstract: As globalization deepens and information technology advances rapidly, cross-border e-commerce has become a vital link connecting consumer markets worldwide. Under the impetus of important global economic trends, cross-border e-commerce is now facing a historic opportunity for development. However, despite the rapid growth of the industry, there's a growing contradiction between talent supply and demand. This paper, from the perspective of industry-education integration, explores the ability requirements for cross-border e-commerce live streaming talents. It also analyses the problems in the current talent development situation and proposes strategies for talent development in this context. These strategies cover curriculum systems, university-enterprise cooperation, practical platforms, teacher-building, and evaluation mechanisms, aiming to offer references for universities to establish more effective English cross-border e-commerce live streaming talent development systems.

Keywords: industry-education integration; cross-border e-commerce; live-streaming talents; development strategies

1. Introduction

1.1. Research Background

Against the backdrop of an irreversible acceleration of globalization and the unprecedented expansion of modern information technologies, cross-border e-commerce has rapidly evolved into a critical economic bridge connecting consumer markets worldwide. A major international development initiative has opened a new chapter in economic cooperation and trade liberalization for countries along the routes and beyond, offering cross-border e-commerce a once-in-a-generation window of opportunity [1]. According to authoritative data released by the General Administration of Customs of China, in the first three quarters of 2024 the nation's cross-border e-commerce import and export volume reached RMB 1.88 trillion, an impressive year-on-year increase of 11.5%. Export growth was even more remarkable at 15.2% [2]. Simultaneously, live-streaming commerce—an emerging marketing model—has flourished and become a powerful new engine driving export expansion, injecting sustained vitality into the industry.

Yet, amid this vigorous growth, a conspicuous and increasingly pressing contradiction has emerged: a severe talent-supply gap. In Southeast Asia, for instance, leading platforms such as Shopee report annual demand growth for English-speaking live-streaming professionals exceeding 30%. Regrettably, fewer than 20% of Chinese university graduates each year possess well-developed intercultural live-streaming skills [3]. This stark disparity underscores the widening disconnect between current educational provision

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and the rapidly evolving needs of the industry. Traditional, relatively monolithic and lagging talent-training models struggle to satisfy the sector's urgent demand for practice-oriented, innovative, and interdisciplinary professionals.

Under these circumstances, effectively narrowing—or even bridging—the yawning talent gap in cross-border e-commerce live streaming, and aligning university talent development precisely with real-world industry requirements, has become an urgent and formidable task for both academia and industry. Success or failure in this endeavor will not only influence the outcome of higher-education reform but will also impact the long-term development and sustainability of cross-border e-commerce in the global market.

1.2. Research Purpose and Significance

Informed by the above context, this study focuses on the widely discussed “industry-education integration” model—an approach to synergistic development of education and industry—and examines its innovative application and practical pathways in cultivating English-proficient professionals for cross-border e-commerce live streaming. Specifically, the research aims to (1) accurately identify the core competencies required of cross-border e-commerce live-streaming talent; (2) comprehensively explore multidimensional applications of the industry-education integration concept to this niche talent-cultivation process; and (3) propose a systematic, scientific, and highly actionable strategy for constructing an English-oriented cross-border e-commerce live-streaming talent-training system.

From a purpose perspective, the study seeks to clarify competency requirements through in-depth market research; diagnose existing shortcomings in current industry-education integration practices; and design an efficient and comprehensive talent-training framework that offers practical guidance for higher-education reform while providing enterprises with a reference for talent selection and development.

The study carries multi-faceted significance. Theoretically, it enriches the industry-education integration framework—particularly in the emerging, fast-growing domain of cross-border e-commerce live streaming—by expanding its connotations, models, and mechanisms, thus opening new avenues for educational theory. Practically, the findings will serve as a valuable guide for universities seeking to build or optimize English-oriented cross-border e-commerce live-streaming programs, helping them achieve deep integration between education and industry and cultivate high-caliber professionals aligned with market needs. For the cross-border e-commerce sector itself, the targeted talent-development strategy proposed herein can alleviate talent shortages, elevate overall workforce quality and competitiveness, and foster high-quality, sustainable industry growth. In a broader sense, these outcomes will promote the development of export-oriented economic activities and enhance participation in the global trade landscape.

2. Connotation and Models of Industry-Education Integration

2.1. Connotation of Industry-Education Integration

Although the concept of industry-education integration is not new, its contemporary relevance has intensified alongside the deepening of vocational education reform and the increasingly diversified and high-end talent demands generated by industrial restructuring and upgrading. At its core, the model calls for universities and enterprises to abandon the traditional pattern of separate and independent development. Instead, they should engage in comprehensive, in-depth sharing of resources and complementary advantages, jointly participating in every stage and the entire process of talent cultivation.

In this process, universities leverage their disciplinary strengths, educational resources, and research capabilities to provide intellectual support and technical services to enterprises. Conversely, enterprises contribute frontline production, operational, and managerial experience, advanced technologies, and acute market insights, offering practical guidance, authentic project cases, and cutting-edge management concepts to universities. The result is a powerful synergy in which $1 + 1 > 2$ in talent development.

From the university perspective, advancing industry-education integration has become a pivotal breakthrough and an essential path for enhancing educational quality. Under this model, universities can embed actual enterprise needs and industry standards directly into the teaching process by establishing a “dual-subject” collaborative education approach [4]. Real enterprise projects and technical standards are introduced to dynamically optimize and update course content and curricula, markedly strengthening the practicality and relevance of instruction. Students gain early exposure to cutting-edge industry knowledge and authentic work scenarios, shortening post-graduation adjustment periods and enhancing employability. Simultaneously, enterprises secure a stable, precisely matched talent pipeline, ensuring sustained competitive advantage in human capital and laying a solid foundation for long-term development. Moreover, close university-enterprise collaboration may catalyze technological innovations, help enterprises solve real production challenges, and accelerate the translation and application of university research outcomes—thereby organically linking the education chain, talent chain, and industrial chain to foster mutual benefit, joint progress, and high-quality socioeconomic development.

2.2. Models of Industry-Education Integration

Through continuous practical exploration, a variety of distinctive and effective models have emerged, widely applied across regions, industries, and educational levels with significant results.

The Order-Based Class (or “customized class”) model is a common and mature approach. After in-depth consultation, universities and enterprises jointly develop a detailed and precise talent-training plan that specifies curriculum, course content, and instructional methods. Upon graduation, students enter the partner enterprise directly, achieving a seamless transition from study to employment. Advantages include highly customized training that aligns student competencies with specific job requirements, while providing students with secure employment and stronger learning motivation.

The Construction of Internship and Training Bases represents another key vehicle. Enterprises provide facilities where students undertake periodic or ad-hoc practical training. Immersed in authentic work environments, students apply theoretical knowledge to real operations, substantially improving practical skills, professional ethics, and problem-solving abilities. Meanwhile, enterprises can observe and pre-select talent, reducing recruitment costs and risks.

Developing Dual-Qualified Teaching Teams is an innovative measure in faculty building. Enterprises dispatch seasoned professionals as part-time university lecturers, bringing rich practical experience, real cases, and up-to-date industry dynamics into the classroom. University faculty, in turn, undertake secondments in enterprises to gain firsthand insight into actual needs and standards, thereby integrating theoretical teaching with practical guidance and comprehensively elevating teaching quality and faculty development. This two-way interaction not only enhances instructional effectiveness but also fosters faculty professional growth.

Project-Driven Collaboration emphasizes real projects as the linchpin. Enterprises introduce actual production tasks or R&D projects into university classrooms; under the joint guidance of faculty and enterprise technicians, students participate in project implementation and problem resolution as team members. Through authentic project experience, students cultivate comprehensive professional competencies—practical skills, teamwork, innovative thinking, and complex-problem-solving—laying a solid foundation for future career development.

Nevertheless, many university-enterprise collaborations remain superficial, confined to short-term internships or narrowly focused order-based classes lacking long-term planning and systematic arrangements. Consequently, they fall short of the depth and conti-

nuity required for genuine industry-education integration. True integration must penetrate core educational elements—curriculum design, faculty teams, practical platforms—spanning the entire process from talent-training program development through instructional delivery to assessment and evaluation. Only by forging an in-depth, comprehensive linkage of education, talent, and industrial chains can a vibrant and sustainable talent-cultivation ecosystem be established, providing continuous high-quality human capital for high-level socioeconomic development.

In summary, industry-education integration, as an important approach for education and industry development, has seen its connotations continuously enriched and its models increasingly diversified. Yet significant challenges remain in practice. Within the specialized domain of English-oriented cross-border e-commerce live-streaming talent cultivation, exploring and innovating pathways for industry-education integration is of paramount practical importance and warrants further in-depth research and practice.

3. Current Situation and Ability Analysis of Cross-Border E-Commerce Live Streaming Talent Development

3.1. Current Situation of Cross-Border E-Commerce Live Streaming Talent Development

3.1.1. Disconnection between Curriculum Systems and Market Supply and Demand

Despite the rapid development of the cross-border e-commerce industry, there's a notable lag in the talent development systems of universities. An irrational curriculum design is a key shortcoming limiting talent adaptability. This is mainly reflected in the following aspects:

First, there's a severe imbalance between theoretical and practical courses. Universities often focus excessively on imparting English language knowledge and business theories. Theoretical courses account for a large proportion of class hours, while practical courses are significantly insufficient. As a result, students accumulate a certain theoretical foundation but generally lack practical and application abilities. Specifically, there's a lack of systematic training in key practical skills such as live streaming operations (e.g., crowd control, interaction), platform rule analysis, and data analysis and application. The direct consequence is that graduates struggle to quickly adapt to and meet the practical requirements of enterprise positions [5].

Second, there are defects in enterprise training. Currently, most MCN institutions and cross-border e-commerce enterprises provide short-term intensive training, primarily lasting 1-3 months. The content mainly focuses on basic sales script techniques, lacking systematic and in-depth development plans. This "fast-food-style" training can quickly fill job vacancies. However, it often focuses on basic promotional strategies such as "limited-time discounts" and "inventory alerts." It rarely covers core abilities crucial for cross-border live streaming, such as cross-cultural communication adaptability, understanding of platform algorithms, and in-depth data analysis. This results in streamed hosts who can only mechanically replicate fixed procedures and lack independent thinking and adaptability. When faced with complex situations such as user technical inquiries or communication conflicts arising from cultural differences, these hosts are often at a loss. They struggle to adapt to the rapid iteration of platform rules and dynamic market changes, and are easily eliminated by algorithms in the short term. To maintain operations, enterprises have to repeatedly invest resources in training new staff, falling into a vicious cycle of "training-elimination-retraining." This phenomenon profoundly reflects the industry's neglect of the sustainable development value of talents. Instead of viewing talents as core assets that can be empowered in the long term, the industry tends to treat them as short-term tools for generating traffic, which, in the long run, restrains the high-quality development of the cross-border e-commerce live streaming industry.

Third, industry-education integration is insufficient. Although some universities have established partnerships with platforms like Alibaba International and Shopee and

have launched "live streaming order-based classes," most collaborations remain at a superficial level of resource integration. The forms of cooperation are mainly short-term site visits for enterprises, 1-2 industry-related lectures delivered by dispatched lecturers, or student participation in a few low-weight auxiliary live streams (such as responding to user comments and product handling). However, in-depth teaching content involving core operational logic (such as platform traffic allocation mechanisms and live streaming weight enhancement strategies) and practical skills (such as cross-cultural scenario script design and sudden public opinion response) is rarely touched upon, and no long-term mechanism of "curriculum co-development, project co-research, and talent co-cultivation" has been formed. Due to the lack of a clear teaching incentive mechanism for enterprise mentors (such as low per-class payment standards and no inclusion of teaching contributions in internal enterprise assessments), their enthusiasm for teaching is generally low, often resulting in a formalistic approach. Meanwhile, university teachers, due to long-term detachment from industry demands and a lack of practical understanding of the live streaming industry, still rely on traditional e-commerce cases in their teaching, which fail to cover the specific needs of cross-border live streaming. This state directly leads to a severe disconnection between teaching content and actual industry requirements. The theoretical knowledge students acquire in the classroom cannot be applied to real-world live streaming scenarios, and enterprises still face a supply gap for practice-oriented talents.

3.2. Cross-Border E-Commerce Live Streaming Talent Ability Requirements Analysis

3.2.1. Language Proficiency

English-speaking live streamers need not only fluent oral expression but also the ability to clearly and naturally introduce products without a script. They must adjust their language style according to different markets. For example:

- 1) Use more engaging expressions for North American audiences, such as "This is absolutely a game-changer!"
- 2) Adopt a more restrained and humorous tone for British audiences, like "This might just become your new favourite."
- 3) Employ a more enthusiastic tone for Southeast Asian audiences, such as "This product will change your life, don't miss out!"

Additionally, they should master festival-related marketing phrases:

- 1) In the US and Europe, "Black Friday exclusive offer—today only!"
- 2) In the Middle East, "Ramadan special—free gift with every purchase!"
- 3) In Southeast Asia, "Chinese New Year special discount—limited time only!"

Meanwhile, avoid culturally sensitive terms relevant to local customs and social issues in various regions.

Language ability cultivation also includes written expression and instant translation skills. Streamers need to quickly read and comprehend product information and accurately express it in English. During live streams, they should be able to instantly translate audience questions and provide precise answers. For instance, when an audience member inquires about product technical specifications, the streamer should be able to accurately explain the product's specifications, functions, and advantages in English.

3.2.2. E-Commerce Operation Skills

Streamers must not only "speak well" but also "sell well." Different platforms have varying algorithm mechanisms, traffic allocation rules, and violation regulations. Streamers need to possess operational thinking to adjust live-streaming strategies based on data feedback. For example, if a certain product category shows a high conversion rate during explanation, the streamer can appropriately extend the explanation time. If data analysis reveals higher user activity during a specific time period, the streamer can schedule the

live stream accordingly. Based on user behavior research, design more appealing live-streaming content and interactive segments.

Specifically, e-commerce operation skills include the following aspects:

Platform Rules and Algorithm Understanding: Gain an in-depth understanding of different platforms' traffic allocation mechanisms, recommendation algorithms, and violation regulations. For instance, the TikTok Shop algorithm recommends content based on user interests, behaviors, and interactions, while the Amazon algorithm places greater emphasis on product sales history and user reviews.

Data Analysis and Application: Be able to collect, organize, and analyze live-streaming data, such as viewership, interaction rates, and conversion rates. Adjust live-streaming strategies based on data feedback. For example, if data analysis shows that a particular product has a high interaction rate but a low conversion rate, highlight the product's unique selling points and user reviews in the explanation.

Content Planning and Marketing Strategies: Develop attractive live-streaming content and marketing activities, such as interactive games, limited-time discounts, and free-gift promotions, to enhance user participation and purchasing desire. For instance, set up a "lucky draw" segment during live streams where users can participate by sharing the stream or making a purchase.

User Behavior Research: Understand the behavioral habits and preferences of users in different markets. Southeast Asian users tend to obtain product information through social media, while European and American users focus more on detailed product descriptions and user reviews. Develop targeted live-streaming strategies based on these user behavior characteristics.

3.2.3. Live-Streaming Professional Skills

Excellent streamers need good on-camera presence and the ability to enhance audience immersion through body language and tone changes. They should also be able to respond quickly and manage emotions when faced with unexpected situations such as internet lag or audience's questioning to ensure smooth live streaming. Specific skills include the following:

On-Camera Presence: Master techniques for performing in front of the camera, such as eye contact, body language, and facial expression management, to enhance interaction with the audience and their immersion in the stream. For example, streamers can use smiles, nods, and gestures to convey enthusiasm and friendliness, attracting the audience's attention.

Emotion Management and Quick Responses: In the face of unexpected situations, remain calm, quickly adjust emotions, and ensure the smooth progress of the live stream. For instance, when experiencing internet lag, interact with the audience humorously to ease the tense atmosphere while actively addressing the issue.

Script Writing and Content Planning: Be able to write live-streaming scripts and plan content to ensure the stream's coherence and appeal. Design complete scripts for the opening, product introduction, interactive segments, and closing of the live stream to enhance professionalism and audience satisfaction.

Technical Operation Skills: Be familiar with live-streaming equipment and technical operations, such as camera adjustment, lighting setup, and audio tuning, to ensure the quality of the live stream's visuals and sound. Also, be able to handle common technical issues like internet failures and equipment malfunctions to maintain the stability of the live stream.

4. Talent Development Strategies for Live Streaming under Industry-Education Integration

4.1. Developing Live-Streaming Talent Development Plans

4.1.1. Creating an Integrated Curriculum System

In curriculum design, it is essential to break down the barriers between language, operations, and skills and establish an integrated curriculum system:

Language Teaching: Highlight practicality and context-based learning to strengthen students' English expression abilities in live-streaming scenarios. Through simulated live streams, impromptu Q&A sessions, product introductions, etc., help students enhance their language response speed and confidence in real-world contexts. For example, introduce a "simulated live stream" course where students practice product introductions and interactive Q&A in a simulated live-streaming environment, with teachers providing real-time feedback and guidance.

E-commerce Operation Courses: Focus on platform rules, data analysis, and user behavior research. Curriculum design should keep pace with industry trends, particularly the consumption characteristics of major markets such as Southeast Asia and Europe and America. Help students grasp the core logic of platform operations. For instance, offer a "Cross-Border E-commerce Platform Operations" course. Delve into the algorithm mechanisms, traffic allocation rules, and violation regulations of different platforms. Through case-based analysis, cultivate students' operational thinking and data application abilities.

Live-Streaming Skills Training: Enhance the cultivation of on-camera presence, emotion management, and quick response skills. Through scriptwriting, camera practice, and live-streaming simulations, improve students' professional qualities and practical abilities. For example, introduce a "Live-Streaming Skills Practice" course. Students practice camera presence, tone changes, and body language in real-world live-streaming equipment and environments. Simultaneously, simulate unexpected situations to develop students' adaptability.

4.1.2. Strengthening University-Enterprise Cooperation Mechanisms

Strengthening university-enterprise cooperation mechanisms is a key guarantee for talent development in live streaming under industry-education integration. The focus should be on creating a long-term framework for multi-party participation and shared benefits, rather than remaining at the superficial stage of short-term cooperation. A practical example is the joint establishment of a cross-border business industry college between an institute of technology and industry partners:

Four-Party Cooperation Mechanism Involving government bodies, industry associations, enterprises, and universities: government provides policy and financial support. Industry associations integrate resources by leveraging the influence of leading enterprises. Enterprises provide products, platform accounts, and experienced mentors while incorporating job standards. Universities coordinate venues, equipment, and faculty and student resources.

Innovative Training Models: Introduce "Education + Experience" and "Project + Practice" models to achieve deep-seated collaboration through "Enterprise into Campus", "University Supporting Enterprise", "Masters Leading Apprentices", and "Apprentices Assisting Masters". For example, in the "Enterprise into Campus" model, enterprise mentors enter campuses to provide guidance on real-world projects and deliver lectures on industry-related knowledge. In the "University Supporting Enterprise" model, students participate in actual enterprise live-streaming projects, offering talent and creative support to enterprises [6].

Talent Development and Benefit-Sharing Loop: Students gain exposure to real-world live-streaming projects and the latest platform rules. Enterprises secure well-matched talents in advance through participation in the training process, creating a loop of "talent co-development and benefit-sharing." For instance, enterprises offer internship positions and

project opportunities to students. Students enhance their abilities through practice while creating value for enterprises, achieving mutual benefits.

4.2. Establishing Live-Streaming Practice Bases

4.2.1. Creating Practice Platforms with Real-World Business Environments

In practical teaching, it is essential to establish live-streaming practice platforms with real-world business environments. Currently, most universities still rely on simulated training, lacking real-world commercial scenarios that meet the industry's demand for practical abilities. Through the "university-enterprise co-building and project-driven" approach, universities can provide venues and basic equipment, while enterprises introduce real-world live-streaming projects and operational systems. Together, they can create comprehensive practice bases that integrate teaching, training, and operations. For example, universities provide live-streaming classrooms and equipment, and enterprises bring in actual cross-border e-commerce live-streaming projects. Students practice live streaming in real-world projects, including product selection, scriptwriting, live-streaming execution, and data analysis. This enhances their overall abilities.

4.2.2. Improving Practical Teaching Management Mechanisms

Establish comprehensive practical teaching management mechanisms with clear practice goals, assessment standards, and feedback processes to ensure teaching quality. Use project review and experience sharing to guide students in continuous reflection and improvement, further enhancing their professional and practical skills. For example, set up a practical teaching management team responsible for developing practical teaching plans, arranging practical projects, and organizing assessments. After practice, conduct project reviews to analyze successful experiences and shortcomings, and propose improvement measures for future practice.

4.3. Creating a "Double-Teacher-Type" Teaching Team

4.3.1. Establishing a Two-Way Talent Flow Mechanism between Universities and Enterprises

To address the lack of practical experience among university teachers and the limited involvement of enterprise mentors in teaching, it is essential to establish a two-way talent flow mechanism and create a "double-teacher-type" teaching team. On the one hand, encourage senior enterprise streamers and operation personnel to serve as part-time teachers. They can participate in curriculum design and practical guidance, bringing front-line industry experience into classrooms and enhancing the practicality and relevance of teaching. For example, invite enterprise streamers to train students in live-streaming skills and share practical work experiences and cases. On the other hand, support university teachers in gaining practical experience through enterprise placements. They can participate in real-world project operations, accumulate practical experience, and promote the effective connection between teaching content and industry standards. For instance, arrange for teachers to undergo placements in enterprises for 3-6 months to participate in live-streaming project planning, execution, and data analysis, thereby improving their practical and teaching abilities.

4.3.2. Establishing a Regular Teaching and Research Mechanism

Introduce a regular teaching and research mechanism to facilitate regular teaching discussions and experience sharing between university and enterprise teachers. This promotes the continuous updating and optimization of teaching content. Through the "double-mentor system," combine theoretical teaching with practical guidance to enhance students' overall abilities and professional qualities. For example, organize university-enterprise teacher seminars once a month to share teaching experiences and industry trends,

and jointly explore curriculum improvements and innovative teaching methods. Additionally, encourage teachers to engage in teaching research projects to explore innovative teaching models and talent development paths under industry-education integration.

4.4. Developing a University-Enterprise Co-evaluation Curriculum System

4.4.1. Moving beyond the Traditional Single-Theory-Based Assessment Model

To prevent a disconnect between teaching evaluation and the needs of cross-border e-commerce live-streaming, it is essential to move beyond traditional single-theory-based assessment models and establish a comprehensive evaluation system involving dual-subject participation from universities and enterprises. Universities can assign practical course credits and quantify students' performance in tasks such as simulated live-streaming, scriptwriting, and cross-cultural scenario responses. The focus should be on evaluating their ability to apply knowledge to solve real-world problems. For example, in course assessments, assign 60% of the score to practical tasks and 40% to academic evaluation (Table 1). Use practical task scores to reflect students' practical and application abilities.

Table 1. Dual-subject Competency Evaluation Framework.

Assessment Dimension	Academic Evaluation (40%)	Industry Evaluation (60%)
Knowledge Mastery	Written exams on cross-border policies	Platform rule compliance tests
	Theoretical modules assessment	Algorithm logic quizzes
Skill Application	Simulated live streaming performance	GMV* attainment rate
	Virtual audience interaction scoring	Conversion rate (real projects)
Professional Competence	Classroom collaboration evaluation	Stress resilience index
	Cross-cultural scenario responses	Cross-cultural conflict resolution score
		Team coordination rating

* GMV - Gross Merchandise Volume.

4.4.2. Involving Enterprises Deeply in the Evaluation Process

Introduce deep enterprise participation in the evaluation process. After internships, collaborating enterprises can comprehensively assess students based on their performance in real-world live-streaming projects. These assessments can consider indicators such as conversion rates, audience interaction effects, teamwork, and adaptation to corporate culture. Finally, integrate students' theoretical and internship performance into a comprehensive evaluation that balances knowledge mastery and practical abilities. This changes the previous low involvement of enterprises in assessments. It ensures that assessment standards align closely with industry needs and guarantees that talent development meets job requirements [7].

5. Conclusion

The cross-border e-commerce industry is evolving rapidly, while talent development lags behind, creating a bottleneck that restricts the industry's growth. Drawing on the industry-education integration perspective, this paper proposes a talent development plan that better meets real-world needs. The key lies in breaking down barriers between courses and building an integrated teaching system that combines language, operations, and skills. Simultaneously, university-enterprise co-built practice platforms allow students to hone their practical abilities in real-world projects. The crux of achieving this is

establishing long-term and stable university-enterprise cooperation mechanisms to ensure that educational content updates in tandem with industry demands. In the future, it will be necessary to continuously optimize development strategies in response to market changes to provide robust talent support for the ongoing growth of cross-border e-commerce.

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