

Research on the Talent Cultivation Program for Ceramic Cross-Border E-Commerce English Live Streaming Based on University-Enterprise Cooperation

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Abstract: This paper explores the cultivation of ceramic cross-border e-commerce English live streaming talents through a university-enterprise cooperation model. It highlights the challenges in current educational practices, and then proposes a comprehensive talent cultivation program that integrates theoretical knowledge with practical training, emphasizing English proficiency, e-commerce operations, and live streaming practice.

Keywords: Ceramic Cross-Border E-Commerce English Live Streaming, Talent Cultivation, University-Enterprise Cooperation

1. Introduction

In 2019, the National Development and Reform Commission issued the "Implementation Program for the Jingdezhen National Ceramic Culture Inheritance and Innovation Experimental Zone," which aimed to establish a National Ceramic Culture Inheritance and Innovation Experimental Zone throughout the entire Jingdezhen area. In 2022, the State Council approved the establishment of comprehensive cross-border e-commerce pilot zones in 27 regions, including Jingdezhen. This policy is designed to fully implement the new development concept and accelerate the formation of a new development pattern, which aims to deepen reform and opening up while adhering to innovation-driven development. This policy also seeks to replicate and promote the mature experiences of the first five batches of pilot zones. Additionally, this policy leverages the positive role of cross-border e-commerce in promoting the transformation and upgrading of traditional industries and the development of industrial digitalization, so as to facilitate the development of Jingdezhen's foreign trade[1].

Data show that in 2023, China's cross-border e-commerce import and export (including B2B) reached a scale of 2.38 trillion yuan, marking a year-on-year growth of 15.6%. Among this, exports accounted for 1.83 trillion yuan, with a growth of 19.6%. Cross-border e-commerce has taken a pivotal role in China's import and export trade, serving not only as a key for foreign trade enterprises to expand into international markets but also as a driving force for innovation in trade modes[2]. Currently, China's cross-border e-commerce is experiencing a golden period of development, with an increasing number of enterprises joining in, jointly promoting Chinese brands to set up a new style globally and presenting a vigorous development trend (See Table 1).

Table 1 China's Cross-border E-commerce Import and Export Scale from 2019 to 2023

Year	Import (trillion yuan)	Export (trillion yuan)	Total (trillion yuan)
2019	0.49	0.8	1.29
2020	0.57	1.12	1.69
2021	0.54	1.44	1.98
2022	0.56	1.55	2.11
2023	0.55	1.83	2.38

Data source: <https://www.163.com/dy/article/JBAHISTH0514A1HE.html>

Therefore, in the context of global economic integration and the rapid development of internet technology, cross-border e-commerce, as an emerging trade model, is gradually transforming traditional business models and consumer habits. Particularly in the ceramic industry, which represents

a treasure of traditional Chinese culture, ceramic products hold immense potential and a vast market space in the international arena. However, with the rapid growth of cross-border e-commerce, the challenge of cultivating high-quality talent equipped with English live-streaming skills for cross-border e-commerce has become an urgent issue that both the ceramic industry and the education sector must address.

2. The current situation of cross-border e-commerce English live talent Cultivation in universities

Currently, some universities have begun exploring the field of cross-border e-commerce by offering courses related to cross-border e-commerce English, e-commerce operations, and live-stream marketing. Through these courses, students can gain a basic understanding of cross-border e-commerce processes, acquire essential e-commerce operation skills, and develop English communication abilities. Additionally, some universities have partnered with companies to provide real-world live-streaming training platforms, helping students accumulate hands-on experience. However, despite these initial efforts by universities in cultivating talent for cross-border e-commerce English live-streaming, there are still many areas that require improvement and enhancement [3].

1) Inadequate curriculum

Although many universities have introduced courses on cross-border e-commerce English and related subjects, these courses often merely combine e-commerce operations with English teaching content, lacking a systematic and targeted approach. The course design typically emphasizes the transmission of basic knowledge but fails to cover the diverse skills required in live streaming, such as live-stream planning, content creation, audience interaction, and platform operation. Due to a lack of interdisciplinary integration, the course content is often fragmented, leading to gaps in students' knowledge when applying it in practice. Moreover, some courses still rely on traditional teaching methods, overlooking the dynamic nature of live-streaming commerce and the evolving demands of the market, resulting in students being ill-prepared to adapt to the rapidly changing industry environment [4].

While universities have made strides in introducing cross-border e-commerce English courses, these programs often suffer from superficial integration of e-commerce fundamentals and language training, rather than fostering a cohesive, industry-aligned curriculum. A critical oversight lies in the neglect of specialized live-streaming competencies, such as script writing for viral content, real-time multilingual audience engagement, data-driven performance analytics, and crisis management during broadcasts. The courses frequently fails to incorporate insights from digital marketing, consumer psychology, or AI-powered platform algorithms, leaving students unprepared for the interdisciplinary demands of global live-stream commerce[5].

Additionally, outdated pedagogical approaches dominate classrooms, with rote memorization of trade terminology prioritized over immersive simulations. Students rarely practice in mock live-stream environments using tools like virtual green screens, real-time translation software, or sentiment analysis dashboards—technologies integral to modern e-commerce ecosystems. There is also minimal emphasis on cultural localization strategies, such as adapting product pitches for Western individualism versus Eastern collectivist consumer behaviors, despite its centrality in cross-border transactions.

Furthermore, curriculum updates lag behind platform evolution; few programs address emerging trends like TikTok Shop's algorithmic nuances, VR-powered virtual try-ons, or compliance with the EU's Digital Services Act. This disconnect between academia and industry leaves students lacking the agility to navigate regulatory shifts or technological disruptions. Without experiential partnerships with platforms like Amazon Live or Alibaba's Taobao, students graduate with theoretical knowledge but no actionable skills, forcing employers to invest heavily in retraining. A holistic redesign integrating dynamic content, technology immersion, and quick learning frameworks is urgently needed to bridge this competency chasm [6].

2) Insufficient Faculty Resources

The rapid evolution of cross-border e-commerce live-streaming has exposed a critical deficit in academia: educators versed in both linguistic subtlety and the technical-performance demands of live-stream commerce remain scarce. While teachers may possess expertise in conventional English pedagogy or e-commerce theory, few understand the hybrid skillset required for high-stakes live broadcasts—such as managing real-time multilingual interactions, optimizing camera presence, or leveraging AI-driven engagement analytics. This disconnect is exaggerated by the absence of

standardized certification programs for live-stream pedagogy, leaving faculty to rely on outdated textbooks rather than industry-grade platforms like TikTok LIVE Studio.

Universities' attempts to bridge this gap through corporate partnerships often falter due to structural mismatches. Guest lectures by industry practitioners, while well-intentioned, rarely progress beyond anecdotal case studies, as professionals lack time to co-design curricula or assess student portfolios. For instance, a Taobao Live host visiting a campus might demonstrate product pitching techniques but cannot provide sustained mentorship on algorithmic content optimization or crisis communication during technical outages. Moreover, few institutions invest in upskilling existing faculty through immersive internships at e-commerce firms, where teachers could gain firsthand experience in scripting viral livestreams or analyzing platform-specific metrics like Alibaba's "heat index" for viewer retention.

The temporal constraints of university-semester systems further limit collaboration. Corporate mentors, bound by commercial priorities, struggle to align campus visits with students' project cycles, resulting in fragmented feedback. Without mechanisms for asynchronous coaching—such as AI-powered simulation platforms where students practice responding to virtual audiences while receiving automated performance analytics—learners miss opportunities to refine improvisational fluency. Compounding this issue is the lack of interdisciplinary faculty teams; live-streaming's combination of language, technology, and performance art demands collaborative teaching models that few institutions have adopted. Until universities institutionalize hybrid training pipelines—blending faculty upskilling, embedded industry residencies, and tech-enabled mentorship ecosystems—students will continue to enter the job market with disjointed competencies, ill-equipped to handle the kinetic demands of global live-stream commerce.

3) Limited Practical Opportunities

Practical training is a crucial aspect of cultivating talent in cross-border e-commerce English live-streaming, yet universities still face challenges in providing sufficient hands-on opportunities. Although some universities have partnered with e-commerce companies to establish University-enterprise collaboration projects that offer practical training opportunities, these projects are often limited in scale and cannot accommodate all students. The mismatch between the actual operations of companies and the scheduling of university courses results in fragmented and short-lived training opportunities, making it difficult for students to accumulate systematic practical experience. Additionally, some university training programs lack a real live-streaming environment, leading to a disconnect between students' operational experiences and the realities of the workplace, which hinders their ability to quickly adapt to industry demands upon entering the workforce.

4) Lack of International Vision

Cross-border e-commerce English live-streaming talents need to possess a global vision and cross-cultural communication skills, which are increasingly vital in today's educational system. However, the current university curricula and training models remain primarily focused on the domestic market, often overlooking the differences in international markets. In cross-border e-commerce live-streaming, students must engage with consumers from diverse cultural backgrounds, requiring not only language proficiency but also a deep understanding of cultural differences, consumption habits, and market demands. Yet, the current teaching content often fails to adequately incorporate these international elements, making it difficult for students to comprehend and address the needs and preferences of consumers from different cultural contexts during live-streaming sessions.

5) Insufficient Cooperation Between Universities and Enterprises

Although some universities have established partnerships with companies, these collaborations often remain superficial and lack deep integration. Most partnerships are limited to providing internship positions or short-term lectures and do not involve meaningful participation in course design and teaching processes. This formal approach to collaboration fails to meet students' in-depth needs for practical skills and struggles to supply companies with high-quality talent that meets market demands.

In summary, although some universities have begun exploring the field of cross-border e-commerce English live-streaming talent cultivation, there are still many deficiencies in areas such as course design, faculty resources, practical opportunities, international perspective, and school-enterprise cooperation. To address these issues, universities need to strengthen deep cooperation with businesses, optimize the curriculum, enhance faculty expertise, and provide more practical opportunities for students. This will ensure that students acquire comprehensive knowledge and skills during their studies, laying a solid

foundation for their future career development.

3. Design of the talent cultivation program for ceramic cross-border E-Commerce English live streaming based on university-enterprise cooperation

In the current context of a globalized economy, cross-border e-commerce has become a crucial means of driving international trade. This is especially true in the Chinese ceramic industry, where cross-border e-commerce provides new channels for the international dissemination and sales of ceramic products. To align with this trend, the university-enterprise cooperation model has become an effective approach for cultivating talent in cross-border e-commerce English live streaming for ceramics. The following is a design for a talent cultivation program based on university-enterprise cooperation for ceramic cross-border e-commerce English live streaming, aimed at comprehensively enhancing students' theoretical knowledge, practical skills, and professional qualities.

1) Cultivation Objectives

The cultivation objectives are based on the practical needs of the ceramic industry's cross-border e-commerce and aim to develop versatile talents who possess solid English language skills, e-commerce operation abilities, and proficiency in using live streaming platforms for marketing and promotion.(1)Students should develop English communication skills within a cross-cultural context, enabling them to communicate fluently and accurately with international customers. This includes not only everyday language exchange but also business negotiations and customer service, ensuring students can confidently engage in international business environments.(2) The curriculum should help students master the fundamental operations of cross-border e-commerce, from product listing and order processing to customer service. Students will learn how to operate on major e-commerce platforms, including optimizing product listings and managing customer relationships to improve operational efficiency and customer satisfaction.(3) A key focus should be on developing live streaming marketing skills. Students will need to learn how to plan and implement live streaming content, including strategy formulation, content creation, product showcasing, and audience interaction. These skills will help students increase conversion rates in live streaming sessions and enhance the brand's market influence.(4) The cultivation plan should also emphasize enhancing students' professional qualities and teamwork skills. Through various practical activities, students will develop adaptability and stress resistance necessary for effective collaboration and problem-solving in a professional environment. This comprehensive skill development will provide a solid foundation for students' future careers.

2) Curriculum System Design

The design of the curriculum system aims to combine theory and practice while balancing systematization and flexibility. It primarily consists of three core modules: English Proficiency, E-Commerce Operations, and Live Streaming Practice.

The English Proficiency module includes courses such as Business English, Cross-Cultural Communication, and International Trade English. This module focuses on enhancing students' English listening, speaking, reading, and writing skills, with particular emphasis on oral expression and cross-cultural communication techniques. Through simulations of real cross-border e-commerce scenarios, students will develop their language application skills in an international business environment, enabling them to confidently and accurately communicate with global clients.

The E-Commerce Operations module covers introduction to cross-border e-commerce, platform operations, and cross-border logistics management. This module provides a detailed explanation of the operational mechanisms of cross-border e-commerce platforms, such as TikTok, Amazon, eBay, and Alibaba International, helping students gain a comprehensive understanding of the entire process from product listing to order processing.

The Live Streaming Practice module is the core of the curriculum system, focusing on live streaming platform operations, live streaming planning and implementation, content creation and arrangement, and audience interaction techniques. Through close collaboration with industry mentors, students will engage in hands-on training in a real live streaming environment, accumulating valuable practical experience.

3) Teaching methods and means

In order to realize the effective combination of theory and practice, teaching methods need to be diversified to ensure that students can fully grasp the knowledge they have learned and apply it to

practical work. (1) Case study: By analyzing the successful cases of cross-border e-commerce in the ceramic industry, we can help students understand the key elements and operational skills in actual operation. (2) Simulated practical training: By simulating the real cross-border e-commerce environment, such as simulating product shelves, order processing, customer communication and other links, we help students transform theoretical knowledge into practical operation ability. (3) Project-based teaching: Combining the advantages of university-enterprise cooperation, we arrange actual enterprise projects for students to participate. Under the guidance of enterprise mentors, students can complete the whole process from product selection, market analysis, live broadcast planning to final implementation in a team. This teaching method can significantly improve students' practical ability and teamwork spirit. (4) Mentorship: Introducing enterprise mentors to participate in teaching, in addition to classroom lectures, mentors can also provide students with customized guidance through online Q&A and individual tutoring. This approach can make up for the lack of practical experience of college teachers and help students better master practical skills.

4) University-enterprise cooperation mode

University-enterprise cooperation is the core of talent cultivation for industry-teaching integration, and through in-depth cooperation, universities can make full use of enterprise resources and improve the quality of students' practical training. The cooperation model can be carried out in the following aspects: (1) Joint Training Base Construction: Universities and ceramic companies jointly establish cross-border e-commerce live streaming training bases. Companies provide real operational platforms where students can learn and practice in a real environment. Industry mentors can also offer on-site guidance, helping students solve practical problems. (2) Integration of Enterprise Practice Courses: Companies regularly send industry experts to universities to teach courses closely aligned with industry needs. Additionally, universities can arrange short-term internships for students at companies to understand their operational processes and management models, further enhancing their professional skills. (3) Customized Talent Development: Develop customized talent cultivation plans based on the specific needs of companies. Enterprises can participate in the design of the talent development programs to ensure that course content matches actual job requirements. This approach helps students adapt better to the work environment and achieve a seamless transition. (4) Talent Delivery and Employment: Through university-enterprise cooperation, companies can select outstanding students in advance and provide internship and employment opportunities. Universities can continually refine their talent cultivation plans based on feedback from cooperating enterprises, creating a positive cycle.

5) Assessment and Evaluation

To ensure the effectiveness of the talent cultivation plan, a scientific assessment and evaluation mechanism must be established. The assessment methods should include multi-dimensional evaluations such as theoretical knowledge tests, practical skill assessments, project completion evaluations, and feedback from industry mentors. Additionally, students' performance during their internships should also be included in the assessment system. Regular evaluations will help identify problems promptly, allowing for timely adjustments and optimization of the curriculum to ensure that the training plan truly meets industry needs.

4. Advantages of the university-enterprise cooperation model for talent cultivation in ceramic cross-border E-Commerce English live streaming

The university-enterprise cooperation model for talent cultivation in ceramic cross-border e-commerce English live streaming offers significant advantages, effectively enhancing the quality of talent training and driving industry development.

Firstly, the university-enterprise cooperation model leverages the strengths of both academia and industry through resource sharing. The academic research and teaching experience provided by universities are combined with the actual operational needs and resources of enterprises, ensuring that the curriculum content and practical training closely align with industry advancements. This collaboration allows students to be exposed to the latest market trends and technological innovations, thereby increasing the practicality and forward-looking nature of the training program.

Secondly, through deep industry-education integration, students gain more practical opportunities during their learning process. Enterprises' involvement in course design and teaching not only provides real business cases but also integrates practical operations into the classroom. This hands-on training approach helps students better understand and master the complex processes of cross-border

e-commerce and live streaming marketing, enhancing their practical work skills and market adaptability.

Furthermore, university-enterprise cooperation fosters the improvement of students' professional qualities and comprehensive abilities. Through guidance from industry mentors and participation in real projects, students develop strong professional ethics, teamwork skills, and problem-solving abilities. These soft skills are crucial for students' future career development, enabling them to better adapt to the rapidly changing industry environment.

5. Conclusion

Overall, the university-enterprise cooperation model for cultivating ceramic cross-border e-commerce English live streaming talents not only enhances the relevance and effectiveness of education but also boosts students' professional skills and employability. This approach injects new vitality into the development of cross-border e-commerce in the ceramic industry. The successful implementation of this model will help promote a deep integration between education and industry, achieving a seamless alignment between talent cultivation and market needs.

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