

# Research on the Implementation Strategy of Embedding Cross-border Platform Operation Task into English Major Course Teaching

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**Abstract:** The cross-border platform operation task has the characteristics of real discourse, interactive communication and cross-cultural expression, which can provide applied task carriers for English major course teaching. In order to improve English majors' comprehensive language application ability, this paper explores the implementation strategy of embedding cross-border platform operation tasks into English major teaching. Relying on cooperation with plant extract industry enterprises, desensitized cross-border e-commerce materials such as botanical extract product pages, ingredient descriptions, certificate inquiry records, overseas customer consultation texts and compliance communication emails are introduced into English major courses. A teaching implementation plan is constructed from four aspects: post-oriented task sorting, course content restructuring, classroom activity design, and evaluation and feedback design. Teaching practice shows that students' abilities in information reading, business writing, oral communication, translation transfer and intercultural expression have improved to varying degrees.

**Keywords:** Cross-border platform operation tasks; English major; Course teaching; Implementation strategy

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## 1. Introduction

The embedding of cross-border platform operation tasks into English major courses should be connected with the real business needs of plant extract industry enterprises. In cross-border e-commerce promotion, such enterprises often need English product page editing, botanical ingredient description, application scenario explanation, certificate inquiry response, sample request communication, order consultation, compliance wording and overseas customer follow-up. These tasks provide concrete industry scenarios for English major teaching and help students understand the language requirements of cross-border platform operation posts. Saez-Zevallos et al. summarized college English learning strategies and emphasized the matching relationship between learning activities and application requirements<sup>[1]</sup>. Aljohani proposed an evaluation framework from the perspective of TBLT supported by technology media, which provided reference for task design in a digital environment<sup>[2]</sup>. Tran et al. pointed out that authentic online communication can promote the development of EFL learners' listening and speaking skills<sup>[3]</sup>. Pikhart et al. discussed the application

value of digital tools in college foreign language learning, emphasizing learners' attention to digital learning resources, interactive methods and learning experience<sup>[4]</sup>. Klimova et al. discussed the application potential of generative artificial intelligence in college foreign language education and pointed out that it could provide new teaching conditions for text generation, language feedback and learning support<sup>[5]</sup>. Hwang et al. used video dubbing tasks to improve learners' oral engagement experience<sup>[6]</sup>. On this basis, this paper takes cooperation with plant extract industry enterprises as the practical entry point and introduces desensitized cross-border e-commerce materials into English major courses. This approach aims to connect English skill training with plant extract industry e-commerce post competence and explore a practical path for task-embedded English major teaching.

## **2. Relevant theoretical basis**

Task-based language teaching emphasizes meaning expression and task completion to drive language input, interactive negotiation, and output correction, and its core lies in whether the task can support learners to complete language use in a real context. Curriculum objectives should bound task embedding in English major courses and include language skills training, discourse comprehension, cross-cultural expression and learning evaluation into the same teaching chain. In the context of plant extract industry enterprises, task design should consider the professional features of product ingredients, extract specifications, application scenarios, quality certificates, compliance expression and overseas customer consultation. These scenarios require students to understand product information, organize business discourse, respond to customer inquiries and adjust expressions according to intercultural communication norms. Therefore, the suitability of a course task can be judged by whether it matches the training objectives of English majors, whether it reflects the communication needs of plant extract industry cross-border e-commerce enterprises, whether it supports reading, writing, speaking, translation and intercultural expression, and whether students' learning performance can be observed through botanical extract product descriptions, overseas inquiry replies, sample request emails, certificate explanation tasks, role dialogues and revised compliance-related outputs.

## **3. Implementation strategies of embedding cross-border platform operation tasks into English major course teaching**

### **3.1. Sorting out cross-border platform operation tasks for post-ability training**

The task of cross-border platform operation is embedded in English major course teaching, and the task selection, stratification and curriculum processing should be completed first. Tasks such as botanical extract product information reading, English product description writing, overseas customer inquiry response, sample request communication, certificate explanation, compliance wording revision and promotional text rewriting can be transformed into teaching resources. Pure platform operation steps are simplified, while tasks with strong English output value and clear post relevance are retained for classroom teaching. The priority of tasks can be judged according to their frequency in plant extract industry posts, the intensity of English expression, the complexity of customer communication, the requirement of product specification and certificate explanation and the value of teaching transformation. The sorting of cross-border platform operation tasks is shown in **Table 1**.

**Table 1.** Task sorting table of cross-border platform operation tasks embedded in English major courses

| Task Category                  | Specific Task Content                                                                                  | Processing Method                                                        | Corresponding Ability                              |
|--------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------|
| Information Comprehension Task | Read botanical extract product pages, ingredient descriptions and specification information            | Extract keywords and complete summary writing                            | Reading comprehension and information screening    |
| Text Expression Task           | Write product descriptions, application introductions and platform texts                               | Complete the first draft, peer revision and final draft based on samples | Business writing and discourse organization        |
| Communication Response Task    | Reply to overseas inquiries about samples, certificates, packaging, delivery and application fields    | Set role-based scenarios and complete Q&A and email writing              | Oral expression and communicative response         |
| Promotional Revision Task      | Revise plant extract promotion copy and exhibition publicity texts                                     | Adjust tone, structure and expression according to the target audience   | Text revision and audience awareness               |
| Intercultural Task             | Adjust compliance wording, polite expressions and claim-related expressions                            | Compare expression effects and revise inappropriate wording              | Intercultural understanding and pragmatic judgment |
| Data Explanation Task          | Explain inquiry trends, customer feedback and platform visit changes related to plant extract products | Read charts and complete English descriptions                            | Chart description and logical explanation          |

### 3.2. Curriculum content restructuring integrating English language skills and cross-border task context

Product pages, ingredient descriptions and specification sheets are used for reading and information screening; product introductions, application descriptions and promotional texts are used for writing training; overseas inquiries, sample requests and order consultation records are used for oral response and business communication; certificate explanations, compliance reminders and customer follow-up cases are used for translation transfer and intercultural pragmatic judgment.

After the task materials are selected, teachers can match them with different course modules according to language difficulty, post relevance and classroom operability. This helps reading, writing, speaking, translation and intercultural communication form a connected teaching chain based on plant extract industry scenarios. The course content restructuring process is shown in **Figure 1**.



**Figure 1.** Course Content Restructuring Process Integrating English Language Skills and Plant Extract Industry Cross-border E-commerce Task Context.

### 3.3. Design of English major classroom activities based on task-driven

Before class, teachers selected corresponding task materials according to the course modules, and set clear task objectives and language scaffolds. Classroom activities can be designed around simulated work orders from plant extract industry enterprises. Students take the roles of product page editor, overseas customer service assistant, sample inquiry responder, certificate explanation assistant, compliance text reviser and promotion copywriter. They complete product information extraction, English reply preparation, consultation simulation, email writing and platform text revision under task scaffolds. More support is provided for tasks involving ingredient descriptions, product specifications, certificate explanations and compliance expressions, while students with stronger foundations can complete extended tasks such as promotion copy revision, sample negotiation and customer objection response.

### 3.4. Curriculum task evaluation and feedback design for ability achievement

Teachers can use classroom output texts, simulated communication records, group display materials and revised drafts as the evaluation basis to form an evaluation chain of “task achievement evaluation - process performance record - feedback revision follow-up”. Evaluation should focus on whether students can accurately understand plant extract product information, clearly explain ingredients, specifications, application fields and certificate materials, respond to overseas customer inquiries appropriately, use polite and professional business expressions, and revise their outputs according to teacher comments and enterprise post standards. The main points of the course task evaluation and feedback design are shown in **Table 2**.

**Table 2.** Course task evaluation and feedback design

| Evaluation Dimension                        | Evaluation Basis                                                   | Feedback Method                                  | Improvement Focus                               |
|---------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------|
| Accuracy of Language Expression             | Use of vocabulary, grammar and sentence patterns                   | Teacher annotations and summary of common errors | Improve expression accuracy and standardization |
| Completeness of Discourse Organization      | Information sequence, logical cohesion and structural completeness | Model-text comparison and structural guidance    | Strengthen text organization ability            |
| Effectiveness of Communicative Response     | Response relevance, tone control and information coverage          | Scenario review and peer suggestions             | Improve communicative adaptability              |
| Appropriateness of Intercultural Expression | Politeness strategies and handling of cultural differences         | Case comparison and expression replacement       | Enhance pragmatic judgment ability              |
| Improvement in Task Revision                | Changes from first draft to final draft and reflection records     | Secondary revision and learning portfolio        | Develop continuous improvement awareness        |

## 4. Teaching implementation conditions and curriculum resource allocation

In order to ensure that the cross-border platform operation task can be embedded in the English major course teaching according to the path of “task screening, content restructuring, classroom activities and evaluation feedback”, the teaching practice was carried out among English major students during a complete teaching cycle. The teaching resources were mainly selected from desensitized materials provided by cooperative plant extract industry enterprises, including English product pages, ingredient descriptions, overseas customer inquiry records, sample request texts, certificate communication materials, compliance expression cases, promotion materials and simplified platform data. Students completed classroom tasks

through group collaboration and submitted drafts, revised texts, presentation records, feedback sheets and reflection materials as process-based evaluation evidence. The first draft, revised draft, presentation record, peer feedback sheet and learning reflection sheet were collected as evaluation materials, and the relevant configurations are shown in **Table 3**.

**Table 3.** Teaching implementation conditions and curriculum resource allocation

| Configuration Category | Specific Content                                                                                    | Parameter Setting                                     |
|------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Teaching Object        | Second-year English major students                                                                  | Several natural classes                               |
| Implementation Period  | Task-embedded teaching                                                                              | A complete teaching cycle                             |
| Course Modules         | Comprehensive English, English Writing, Oral English, Business English, Intercultural Communication | Multiple English course modules                       |
| Task Resources         | Page information, consultation texts, promotional copy, cases and data materials                    | Various desensitized plant extract industry materials |
| Group Organization     | Students complete classroom tasks collaboratively                                                   | Small-group collaboration                             |
| Teaching Scaffolds     | Vocabulary lists, sentence pattern frameworks, email templates, evaluation forms                    | Corresponding scaffolds for different task types      |
| Evaluation Materials   | First drafts, revised drafts, presentation records, feedback forms, reflection forms                | multiple process-based evaluation materials           |

## 5. Analysis on the teaching effect of embedding cross-border platform operation tasks into English major courses

### 5.1. Analysis of comprehensive application ability of English major students under task integration

After the embedding of plant extract industry cross-border e-commerce tasks, students showed visible progress in reading product information, writing business texts, responding to overseas inquiries, translating certificate-related content and handling intercultural communication. The improvement was especially reflected in botanical extract product descriptions, sample inquiry responses, compliance expressions, and overseas customer follow-up.

### 5.2. Analysis on teaching effect and curriculum adaptability of cross-border platform operation task

#### 5.2.1. Analysis of task embedding effect under different course modules

In information reading, students became more capable of identifying product names, active ingredients, specifications, application fields and customer needs from plant extract enterprise materials. In business writing, their product descriptions, inquiry replies and sample request emails became more complete, professional and context-oriented. Translation transfer was strengthened through the handling of certificate explanations, compliance reminders and product application descriptions.

#### 5.2.2. Analysis of teaching adaptability based on different students

The adaptability of plant extract industry cross-border e-commerce tasks differs across English major course modules, but the overall connection is clear. Business English shows strong suitability because its teaching content naturally matches product description, overseas inquiry response, quotation communication, sample request handling, certificate explanation and order follow-up writing. Intercultural communication also fits

the task context, as overseas customer interaction requires polite wording, cultural awareness, response strategy and pragmatic adjustment. English writing benefits from enterprise texts such as product pages, promotional copy, compliance notices, storage reminders and certificate explanation materials, which help students move from general composition to professional cross-border e-commerce expression. Oral English can be supported through role-based overseas inquiry consultation, sample request negotiation, product application explanation and customer follow-up communication.

## 6. Conclusion

The study shows that plant extract industry cross-border e-commerce tasks can be transformed into practical teaching resources for English majors through cooperation with plant extract industry enterprises. By introducing desensitized enterprise materials, post-oriented e-commerce tasks and industry-specific communication scenarios, the course connects English reading, writing, speaking, translation and intercultural communication with real cross-border e-commerce post demands. During task implementation, students gradually improve their ability to extract product information, write professional descriptions, respond to customer needs, explain product specifications, application fields, certificate materials and compliance requirements, and adjust expressions according to intercultural communication norms. Therefore, embedding plant extract industry cross-border e-commerce tasks into English major courses can enhance the practicality, scenario orientation and employment relevance of course teaching, and provide a useful reference for applied English talent cultivation and school-enterprise collaborative curriculum reform.

## Disclosure statement

The author declares no conflict of interest.

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