

# Research on Bilingual Teaching Reform of Economics and Management Courses from the Perspective of Teacher Training

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## Abstract

In recent years, the country has an increasing demand for international talents with international vision and intercultural communication skills. Universities and colleges are paying more attention to bilingual courses, hoping to improve students' international professional level by setting professional bilingual courses.

## Keywords

Bilingual teaching reform; management courses.

## 1. THE NECESSITY OF BILINGUAL TEACHING IN ECONOMICS AND MANAGEMENT COURSES

### 1.1. To Meet the Needs of Global Economic Development

With the rapid development of global knowledge economy and science and technology, new business models have emerged. Business innovation requires business innovation. Facing the impact of the traditional higher education model, it is an important goal to cultivate new international talents of compound business and build a professional education system based on the strength and team of colleges and universities. The goal of bilingual teaching in the course of economic management is to develop the talents of economic management.

### 1.2. To Meet the Needs of the Construction of Economics and Management Courses

The globalization characteristic of the new economy era challenges business education and requires students to have this ability. In the modern economic management disciplines, mostly use and reference to the development of the discipline of foreign corresponding frontier theory knowledge, or use a translation materials, but with the change of The Times, the textbook update frequency is very high, there is a gap translation and mistranslation, and find the difficulty of the corresponding word in Chinese, so it is difficult to keep up with the forefront. Therefore, it is imperative to implement bilingual teaching in economics and management courses, use original textbooks in teaching, apply global thinking, study western cutting-edge theories and practical research, and integrate with international teaching, which also meets the needs of global talents in business education in the new economic era.

### 1.3. The Need to Improve Students' Foreign Language Ability and Quality

The cultivation of application-oriented undergraduate courses lays special emphasis on knowledge ability and quality ability, that is, the ability of specialty and quality, which requires targeted cultivation to strengthen students' professional ability in business. In general, there are a large number of academic terms in economic management courses, most of which are translated in English. The translation is very stiff in many cases. Through bilingual teaching, students can interpret the terms in English and better understand the concepts and rules of

these terms. In addition, students read English textbooks of relevant courses before class, read a large number of English books, journal articles and browse foreign websites after class to obtain the latest business information from abroad, so as to cultivate and improve students' foreign language quality and practical working ability.

## **2. PROBLEMS IN PROFESSIONAL BILINGUAL COURSES**

At present, there are many problems in bilingual curriculum, especially in the aspects of students' limited English level, teachers' limited English level, curriculum materials to be optimized, teaching content and teaching methods to be improved, etc., which are all important factors affecting the effect of bilingual curriculum.

### **2.1. Teachers' English Level Needs to Be Improved**

A qualified bilingual course teacher should have solid professional knowledge and good foreign language quality. Basically, the professional teachers in all colleges and universities have a solid grasp of their majors, and the bilingual teachers in colleges and universities will give priority to the teachers with higher professional knowledge. But in practice, many professional teachers' English level is limited, listening and speaking ability and speaking standard degree is limited. Bilingual teaching requires teachers to have a high English level on the basis of international professional knowledge, especially English listening and speaking ability, as well as a strict degree of fluency and standards in oral English. If the English level of teachers in bilingual courses is not up to the standard, the classroom effect will be seriously affected. On the one hand, teachers may use more Chinese and lose the significance of bilingual teaching. On the other hand, if the teacher's oral English is not fluent and standard, the students will not understand the course content, and it is difficult to keep up with the teaching process.

### **2.2. Students' English Ability Is Limited**

To some extent, students' English level affects the classroom effect of bilingual courses. In bilingual courses, teachers use English as the most common language, so they can explain some problems in Chinese. Students should have a good command of English, so as to understand the teacher fluently and completely. If the students' English level is not very high, they need to frequently look up the dictionary in class, or turn over the notes and ask the classmates, which will greatly affect their listening effect. Since bilingual courses are not professional English courses, they do not teach too much about word grammar and so on. Therefore, students' English ability has become a primary problem in the process of improving bilingual courses.

### **2.3. The Curriculum Is Too Academic**

First of all, it can be seen from the curriculum setting of this major that the elective courses cover a relatively narrow range, and the courses of related subjects are rarely offered, so it is difficult to form the mutual integration of related subject knowledge. Secondly, practical courses have not received the due attention. In the process of training students, attention should be paid to their ability to control English and Chinese bilingualism, as well as the cultivation of educational practice.

## **3. THE TEACHING MODE UNDER THE CONCEPT OF OBE**

### **3.1. Determine Your Teaching Objectives**

It integrates language learning and subject knowledge learning, and is guided by the teaching philosophy of OBE. It believes that bilingual students should have the following three abilities, that is, be proficient in the professional process. Good command of oral and written business English; Have a certain foreign awareness and ability. In view of these objectives, the curriculum

design should include three teaching modules, namely the practical operation process explanation module. Foreign trade oral communication and foreign trade letter writing training module and cross-cultural communication and foreign etiquette training module.

### **3.2. Determine the Teaching Strategies to Achieve the Teaching Objectives**

Ellis has pointed out that studies have shown that "mere exposure to a second language is not enough" and that interaction (i.e., participation in communicative activities) is more important for second language acquisition than input (i.e., acquisition of information in a second language). The task-based teaching method takes "interaction" as its core, and takes tasks as its means to create effective language output conditions for students, so that they can successfully achieve the goal of language communication. Subject knowledge is closely related to students' majors and future employment. Tasks designed according to the subject content and future employment needs can most stimulate students' lasting interest and motivation in learning. Students are learning in exploration with real tasks, and the process of completing the tasks is the process of applying subject knowledge and communicating in English, creating an optimal environment conducive to students' language acquisition and internalization.

Aiming at the professional knowledge module, teachers design the teaching task from the perspective of students' "learning". For example, when talking about trade terms, the teacher designed two tasks from easy to difficult:

(1) assign each group to make PPT documents on the similarities and differences of each group of terms, and make presentations in English on the course;

(2) select typical and practical cases and ask students to discuss in groups and report the analysis results in class. The two tasks are related to each other, which makes teaching step by step and achieves the perfect unification of the dual goals of bilingual teaching. According to the language communicative competence module of students, the teacher explains the basic mode, characteristics and writing methods of business letter writing to students, provides writing templates and examples, and completes the special writing through group cooperation. In addition, teachers design specific business situations, provide students with common basic sentence patterns, and provide relevant dialogue examples.

(3) a diversified and intelligent evaluation system that respects differences and advocates diversity is an important characteristic of OBE educational philosophy. In the evaluation stage, teachers comprehensively consider students' academic knowledge mastery, English application ability, teamwork ability and communication ability, so as to match the evaluation system with the teaching objectives and teaching process, so as to maximize the realization of the dual goals of knowledge and ability of students.

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