

Exploration and Research on Bilingual Teaching of International Trade Major under the Mode of Sino-foreign Cooperative Education

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Abstract

Bilingual teaching is an advanced and effective teaching mode for the major of International Economics and Trade especially under the Sino-foreign cooperative education background, which is good for improving students' professional English ability and intercultural communicative competence, and it also challenges the traditional teaching mode. This paper analyzes the necessity and superiority of bilingual teaching, and points out some detailed useful suggestions to improve the bilingual teaching quality in universities.

Key Words: *Bilingual Teaching; International Economics and Trade; Sino-Foreign Cooperative Education.*

Introduction

The Necessity of Bilingual Teaching

Bilingual teaching is an important means and an inevitable trend of Sino-foreign cooperative education in China. Bilingual teaching plays an important role in deepening the understanding of the concept, mastering the latest knowledge and improving the comprehensive quality. The reform and practice of teaching methods contribute significantly to absorb the foreign teaching materials and combine with our own characteristics to digest and absorb them. In China, "Bilingual teaching" is mainly related to the English-Chinese bilingual education.

International trade is the focus of western economic theory research. Bilingual teaching is a convenient way for students in the major of International Trade to obtain these advanced theoretical results. English original teaching materials, with pure language, normative expression and larger amount of information, not only enables students to get into the latest knowledge about international trade as soon as possible, but also helps to improve students' ability to use English. Additionally, due to the introduction of the original English teaching materials, students must do a lot of preparatory work before class, which will enable students to make specific questions in the classroom, and students' participation is greatly strengthened.

The Superiority of Bilingual Teaching

Bilingual Teaching is good for Improving Students' English Proficiency

The objective of bilingual teaching not only includes the mastery of discipline objectives, but also includes the implementation of language goals. Bilingual teaching has created a good English language environment for students through bilingual textbooks and bilingual teachers. Through the participation of bilingual teaching, students got more opportunities to come into contact with many professional vocabularies and practice their English language ability. During this process, students' English listening comprehension and English language knowledge will be strengthened both intentionally and unintentionally, and their English communication skills will be improved.

Bilingual Teaching is good for Improving Students' Intercultural Communicative Competence

Bilingual teaching can make students use both native language thinking and foreign language thinking to conduct the learning, thinking and research process of subject knowledge, and will be able to switch between the two languages according to the communication object and work environment, which helps to make the students learn to use different ways of thinking in English and Chinese. The students who use of a foreign language can understand the language and culture of different countries or regions, which also broaden the students' horizons.

Bilingual Teaching is good for Training Modern Compound Talents of "Foreign Language + Professional"

The cultivation of high-quality compound talents is to adapt to the objective need of social vicissitude and the development of globalization, which also satisfies the requirement of the reform and development of higher education. The goal of bilingual teaching not only pays attention to the training of students' language ability and language literacy, but also emphasizes that the multicultural education improves students' thinking base, intelligent structure, cultural quality and international vision. At the same time, the introduction of foreign advanced teaching resources, methods and concepts during the process of bilingual teaching contribute to better with the international advanced concept and method of teaching practice, which enables students to master the discipline frontier knowledge, to contact with the world advanced technology and scientific thought, and to cultivate the need to participate in international competition of "professional + foreign language talents".

The Measures of Bilingual Teaching

Introducing Foreign Textbooks

It is very important to choose a suitable teaching material for bilingual teaching. At present, there are fewer suitable textbooks are compiled specifically for bilingual teaching of undergraduate students, and foreign original teaching materials are used by most bilingual teaching programs, which are relatively difficult, especially for junior undergraduate students, and it also puts forward to higher requirements for students' professional English level.

At the same time, there are fewer and fewer exercise books, which play a limiting role in bilingual teaching. The author suggests that the universities which conduct bilingual teaching programs should organize professional teachers to compile suitable textbooks and the matching exercise books (mainly in English and annotated in Chinese) according to the characteristics of the professional curriculum and training objectives.

Establishing and Improving the Bilingual Teacher Training System

In order to improve the quality of bilingual teaching in Sino-foreign cooperative education programs, a perfect bilingual teacher training system must be established, which conducts oral English training for teachers who undertake bilingual teaching to correct their pronunciation, and foreign experts and domestic bilingual teaching experts should be invited to give lectures and review courses, so as to improve the teaching level of bilingual teachers. Some outstanding young teachers should be sent to foreign partner universities to engage in advanced studies, then they could undertake training bilingual teachers' task after they return back.

Teaching in Small Classes as Much as Possible

Bilingual teaching in the form of classroom teaching is more suitable for small class teaching although the enrollment expansion of Sino-foreign cooperation projects is increasing, which is good for teachers making flexible use of case analysis, group discussion, questions and other forms to narrow the distance between teachers and students, realize the student centered teaching, attract students to participate in classroom teaching, in a timely manner to understand the students, and improve the teaching effect.

The Use of Teaching Language

At present, there are mainly three kinds of bilingual teaching modes in our country: first, all the teaching and assessment processes are in English; Second, the courseware is written in English, but the teaching language is Chinese, and English assessment is required in the bilingual teaching program; third, most of the teaching process are in Chinese, and general professional expressions are interpreted in English, and methods in combination of Chinese and English is used in assessment process.

Based on the teaching practice of Sino-foreign cooperative education project, the author believes that bilingual teaching in International Economics and Trade major should use bilingual teaching courseware in both English and Chinese, and all the teaching and assessment processes should be in English. This will not only ensure that students could understand the core contents of the professional courses in the major, but also maximize the ability of students to learn English listening, speaking, reading and writing through the classroom instruction. At the same time, it can enhance their enthusiasm for participating in class.

Set up a Perfect Bilingual Teaching Evaluation Feedback Mechanism

As an innovative form of teaching, many details of the bilingual teaching are still in the process of exploration. Questionnaires, student symposiums, seminars, teacher symposiums and student evaluation should be conducted to understand degree of satisfaction, requirements and problems of students for the bilingual teaching courses during the whole teaching process. The existing problems should be summarized and discussed in time to find a better solution.

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