

Study in Teaching Quality Promotion of Bilingual Education on Business Courses

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ABSTRACT. *As the development of economic globalization, bilingual education is quiet popular around the world in recent years. For example, universities in Czech Republic give lectures in English. The situation have also been spread to China. However, After years' bilingual education, survey data from students shows that it is necessary to study bilingual education to promote teaching quality and lecture efficiency. The paper selects business courses as samples and studies the general problems that exist in bilingual education on business courses. According to problems pointed out, practical suggestions to improve teaching quality of bilingual education on business courses are offered from three aspects, namely before class, in the class and after class.*

KEYWORDS: *Teaching quality; Bilingual education; Business courses*

1. Introduction

Bilingual Teaching means that the courses should not be taught only by native language. They should be taught by foreign language together with native language or only by foreign language. For example, in Czech Republic, courses are taught by English. In China, bilingual teaching are mostly supposed to teach courses by English or English together with Chinese. In this paper, the research is based on Chinese situation of bilingual teaching.

As the increasing globalization in economics and management, butterfly effect performs almost everyday. One open economy will not be sit all by itself. Transnational enterprises also need global inter-disciplinary talents to manage companies efficiently. In this situation, Quiet a lot colleges and universities in China set up bilingual education on business courses. Some universities and colleges in China cooperates with foreign universities in running business majors, or even schools. However, for students, to accept a new language is not easy. To learn a new course needs time to digest the knowledge and skills. To learn a brand new course in a foreign language seems doubly difficult for students It's urgent to find out some ways to improve the teaching quality of bilingual education.

2. Problems on Bilingual Education on Business Courses

I have been teaching bilingual business courses for almost five years. According to my experience, there are three main problems that exist in bilingual education. Firstly, students' English level on reading and listening need to promote. Some courses' textbooks are English version. Instead of checking dictionary to find out the professional expression, students prefer to buy the same book but in Chinese version. Giving no cause for criticism, Reading in mother tongue is efficient. But they can't make progress in English reading. It's not beneficial for them in further education or even preparation for English certificate examination, for example, Chartered Financial Analyst. Tight time for preparation makes them more stressful. For my students, it seems that they have got a sick called "English phobia". When teachers choose to speak English instead of mother tongue, most of them are perplexed and lowering their heads in case of being mentioned to answer the questions. When teachers start to speak Chinese, they rise their heads then. It has the same situation when PPT slides are all English.

Secondly, some selected cases in business courses are not adapted for local students. Cases on textbook are based on foreign countries circumstances so that students may not know the background and can not understand the professional meaning behind the cases. If teachers use the cases on textbook directly, it's hard to get empathy and correct feedback from students, thus declining the education quality. For example, there is a case on the book *Accounting Principles* (John J. Wild, Ken W. Shaw, Barbara Chiappetta, 2015). To solve the large amount of accounting receivables of a company, using credit cards for buyers to purchase product is suggested. As a result,

risk of uncollected money is transferred to banks. It's definitely a good way to solve the problem for the companies suffering the risks. However, in China, credit cards are available for individuals but not for companies. But the main purchasers of a company in manufacturing industry are corporate enterprises instead of individuals. In this situation, directly using the case may result in misunderstanding.

Thirdly, inefficiency of teaching is pointed out as well as teaching quality. Teachers should speak slowly and introduce numerous simple cases to make sure students understand the professional content. Perhaps it takes double time or more much than teachers speak mother tongue. Without elaborate teaching planning or language organization, it's possible that students do not understand the knowledge well even if the explanation has taken quite a lot time. However, are all explanations in the class necessary? Is it reasonable that teachers spend plenty of time on explanation definition? Can we find out the correct ways to promote teaching efficiency and quality on bilingual education? Part three offers a number of suggestions to solve these problems.

3. Suggestions

Bilingual teaching requires teachers to combine the foreign culture with the professional expressions. It's a huge challenge for students to understand the knowledge as well as for teachers to assure the education quality. To promote bilingual education quality and solve the problems in part II, changing teaching idea from teacher orientation to students led is demanded. Moreover, teachers should carefully prepare the lectures from aspects, namely before class, in the class and after class.

Both teachers and students need to make fully preparation before classes. Firstly, students should recite new professional words and expressions before classes. Being familiar with the new words and expressions is helpful for foreign language listening in the class, hence improving classroom efficiency. Secondly, why not teachers release the relative materials such as new professional words and expressions, PPT slides and papers, on the internet or an app before classes. If the materials are available for students before classes, students can take a look ahead. Teachers can also release a test on the internet to make sure that students have recited the new words and read the PPT slides and other materials. Thirdly, it is a good way to ask students to collect global news related to lectures and share opinions on the class. Business subjects belong to social science and can not be divided by reality. Through collecting global news, students are likely attracted by the latest news, and keep thinking or even try to explain the economic phenomenon. It's definitely a good way to combine theories to practice. Finally, teachers should consider curriculum system into textbook selection and course content arrangement. It is suggested to distribute handbooks in native language for first and second year students. But for third year and fourth year students, they should be capable of reading textbooks written in foreign language totally without supporting materials in native language.

There are numerous ways to increase the students' initiative in the class. Without doubt that teachers should change the idea that students are receiving the knowledge unilaterally from teachers primarily. Instead, students are participants of the course. Only changing the role from passively accepting the knowledge to activity take part in the class will students have interests in learning the professional courses. Lan Juping & Zhu Xianyue (2016) propose that problem based learning can enhance students' motivation and self-awareness in studying. It is advisable that teachers raise several topics which are relative to the course for discussion or arguing. Brainstorming is also a good way to increase the students' motivation to take part in the class learning. Secondly, downloading an app to answer questions in the class become increasingly popular in recent years and the experience shows that using apps is an efficient way to draw students attention in the class. In the beginning of the class, when students log in the app and answer the interesting questions related to the course, they will be easily attracted by the following explanation from teachers. At the same time, teachers will catch the rate of accuracy from their students instantly so that teachers will spend much more time on explaining the questions in which students' are puzzled, thus having an efficient time distribution on teaching. It's a definite win-win education mode between students and teachers. Finally, Zhao Chenfan (2019) advises to bring in international resource to enrich the class teaching. For example, to set up an international staff week to invite teachers around the world to give lectures for local students and promote different cultural understanding in business.

Scientific arrangement outside the class is also necessary to improve the quality of bilingual education. Firstly, encouraging students to attend worldwide professional certificate examination, for example, Chartered Financial Analyst, the Association of Chartered Certified Accountants and so on, is a useful way to increase their motivation on learning. To attend such examination not only provides a way to clear students' career direction, but also benefits class participation from students' determination to pass the examinations. Secondly, the constitution of evaluation should not only be final examination. Essay, performance in the class, and homework should also be included. Another widespread problem is that students' passion on learning lowered when one course is quiet easy to pass. Setting out more difficult level to pass the final examination is an effective way to

push students absorbing in the study.

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Reference

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