

Bilingual Interactive Teaching in Public Management Cases

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Abstract—Compared to traditional native language education methods, bilingual case teaching of public administration become the innovation and research focus. Nevertheless there still exist so many problems, such as students' poor professional English foundation, the lack of quality evaluation standards for bilingual courses etc. Hence, practical innovation is carried out to solve these problems, and solutions to the problems are putting forward in the course setting based on professional English, adopting appropriate teaching methods and innovating teaching evaluation mechanism. Ultimately, a series of achievements have been made in our reform, such as compiling bilingual teaching materials suitable for the curriculum, constructing a "three-dimensional" interactive teaching mode, transforming summative teaching evaluation into process evaluation, and promoting the complementarity of case teaching and bilingual teaching.

Keywords—public administration; case teaching; Bilingual; reform

As a matter of fact, the problem or difficulty of bilingual teaching in public administration lies in the uneven English level of the students, especially the specialized English level, which leads to the misunderstanding of the same problem and knowledge. It is crucial that students must avoid the above mention in practice activities foremost.

I. PROBLEMS IN BILINGUAL INTERACTIVE CASE TEACHING OF PUBLIC MANAGEMENT

A. The students have a poor foundation in specialized English, and are deficient in speaking and writing English case analysis reports.

To carry out bilingual teaching, teachers and students must reach a certain foreign language level, which is considered as a necessary condition for the successful implementation of bilingual teaching. The quality of students' English foundation directly determines whether bilingual teaching can be carried out smoothly or not, and students' English level directly affects the effect of bilingual teaching [1]. Although most of the students in Donghua University have a good foundation in English, public administration has numerous professional vocabularies according to professional complexity. Therefore, there are many students who are skilled in English but lack the comprehension and memory of professional vocabularies. As a consequence, it is difficult for students to adapt to bilingual classroom teaching performance. At the same time, the current English training mode for college students leads to the

insufficient of oral training for students and the scarcity of opportunities for English report and speech in class. Thereupon, it is not possible to improving students' oral speech ability and figurability to adapt to the situation, and easy to form a "dumb" classroom teaching mode. Furthermore, nowadays, not only the emphasis on case teaching is insufficient, but also the emphasis on bilingual interactive case teaching is even more lacking, so students know little about the writing of case analysis reports, especially the writing method and analytical thinking of English case analysis reports. Therefore, how to improve students' ability to write good case analysis reports and present oral reports is a crucial point we need to pay attention to in the teaching reform [2].

B. Absence of bilingual course quality evaluation standards

Up to now, the school has not established an independent teaching quality evaluation standard for bilingual courses, but only in line with other specialized Chinese courses, complying with standard of "Evaluation criteria and grading standards for classroom teaching quality of undergraduate teachers of Donghua University" and "Evaluation Index and Grade Standard of Undergraduate Theory Courses of Donghua University". The setting of evaluation index level exposes simple, vague and absence of operability. For instance, the level standard of "teaching methods and means" in the evaluation standard is: Grade A is "often use bilingual to explain basic concepts, basic principles, etc.", grade C is "Chinese and foreign language comparison with key words". The grading standards of "teaching in a foreign language" in "teaching reform" are as follows: Grade A is "taught in both Chinese and foreign languages (mixed) or using original teaching materials", while grade C is "only taught in Chinese"[3].

II. PRACTICAL INNOVATION IN BILINGUAL INTERACTIVE CASE TEACHING OF PUBLIC ADMINISTRATION

A. The past bilingual courses are based on professional English, coupled with utilizing the class report form to exercise the student's spoken language and the writing English case analysis report ability

Taking the fact that student do poorly in professional English into consideration, this paper proposes that it is not enough to set up bilingual teaching courses in the first academic year. So we advised to offer professional foreign language courses in the first academic year and bilingual courses in the second and third academic year. In the first

academic year, the professional foreign language course is synchronized with the basic Chinese course. Furthermore, English version teaching materials are adopted whereas teaching by the Chinese language in class which shows the advantage of putting emphasis on vocabulary accumulation and text translation. Chinese basic courses cultivate students' professional basic knowledge, and professional foreign language courses help students accumulate professional vocabulary and improve their basic English level. Such adjustments provide students a certain transition period in the course setting. Then reduce students' resistance to bilingual course learning, and helps them to improve the teaching effect of bilingual course in the second and third year. On the basis of improving students' professional English, students will possess a deeper level understanding of these cases and knowledge points in the bilingual case analysis class. The bilingual and interactive case teaching model of public management not only enables students to interchange ideas and opinions with classmates, even teachers and the indirect participant, but also provides students the opportunity to give a speech on the stage to demonstrate their case analysis reports and analyze their thoughts and views. While practicing oral English and presentation skills, teachers teach students how to think and analyze public management cases, and how to write qualified English case analysis reports, etc. By investigating the teaching feedback, there are two elements that we can summarize which display potentiality to cultivate beneficial talents for public management, one is that this adjustment enhances students' English level and courage, the other is that adjustment improves their ability to analyze and think independently about work and life examples in the future.

B. Select appropriate language media models and teaching methods

Further promoting the bilingual teaching reform can not only rely on improving the language ability of both sides. More scientific teaching methods can overcome linguistic barriers in a certain range and become the most unobstructed and convenient bridge connecting teaching with learning. Therefore, question-based teaching and case teaching mode can be adopted to give full play to the advantages of English teaching and avoid its disadvantages. Question-based teaching focuses on guiding students to read before class. In the process of classroom teaching, students are inspired to think through the way of giving questions and help students to check their learning results by themselves. By means of case teaching, students can realize the application of the theory, complete the teaching tasks stipulated in the teaching plan in a limited time, and reduce the extra consumption of classroom time in the output and input of English expression as much as possible [4]. In addition, another way to solve the problem is to reduce the proportion of foreign language in teaching. This requires us to design a multi-level bilingual teaching mode from low to high level according to the characteristics of the course and the actual situation of English level of both sides of the teaching, starting from the use of language media in classroom teaching, including Chinese foreshowing mode, English introducing mode, English and Chinese integrating mode and English immersion mode *etc.*

C. Innovate the teaching evaluation mechanism

Scientific and effective teaching evaluation system is conducive to the smooth development of bilingual teaching. Under the background of the reform of local universities, bilingual teaching system puts more emphasis on the promotion of teaching effect on position skill training. In addition to the traditional teaching indicators, such as teaching plan, teaching schedule, teaching outline and relevant materials, some new indicators should also be activated, such as practical suitability, teaching strategies, and the application of educational technology. The evaluation subjects should include not only students, peer teachers, professional leaders, but also industry experts and enterprise technical backbone, forming a three-dimensional evaluation system. Student evaluation is mainly based on the overall evaluation of the teacher's teaching; Peer teacher evaluation is mainly based on the evaluation of teaching methods and teaching strategies.

Professional instructional leader evaluation is mainly based on whether the teaching result can achieve the goal of professional construction or not. The evaluations of educational field experts are mainly based on the favorable perspective of the bilingual course for students' future employment and social development.

III. CASE TEACHING ACHIEVEMENT OF PUBLIC MANAGEMENT

A. Case teaching collecting of administrative management is the key to the foundation of teaching mode reformation.

Teaching materials are the fundamental of teaching. Meanwhile, it is the main materials and basis for teachers' teaching and students' learning. On account of the bilingual interactive case teaching mode in public administration, suitable textbooks are indispensable. Therefore, by right of the long-term accumulation of scientific research and teaching, we select the cases of excellent enterprises and governments worldwide as the model, followed the course system of public management theory as the principal line, and based on the requirements of interactive teaching, we wrote a comprehensive case book composed of several specific cases. The book consists of 10 chapters, including the foundation of public management, organization, planning, personnel, decision-making, leadership, supervision, team, public information resource management and public management reform and innovation. Each chapter is composed of theoretical background, case data, analysis and discussion, thinking and practice. And the analysis and discussion section is composed of thinking and discussion questions, analysis ideas, reading literature, case follow-up progress (or background information, operation guide) and other relevant contents.

B. The establishment of a "three-dimensional" interactive teaching mode-"teaching" converting to 'guidance' and 'dialogue'".

This requires the improvement of teachers' teaching skills and the cultivation and training of students' autonomous learning ability and habits, as well as the communication bridge inside and outside the classroom. In the past, teachers just taught courses, and there was little interaction between teachers and students. Due to the long time use of the teaching mode, the teacher's supervisory capability of the classroom is

only to increase the teaching content or even optimize the classroom PowerPoint. Notwithstanding the teacher intends to exercise the students' thinking ability, it is mostly just a few small questions in the teaching process. Students are also accustomed to this teaching method. In the classroom, they take lectures and take notes merely. Only in question time can they pay attention to thinking. In order to change this situation, we try to establish a multi-dimensional interactive teaching mode from the aspects of teaching subject, teaching space and time, so as to realize the transformation from the traditional knowledge-giving-receiving teaching mode to the modern dialogue and guiding teaching paradigm [5].

C. Evaluating course performance based on teaching interaction and team work, we change summative achievement evaluation into process evaluation.

In the past, the reason why students' initiative to study and participate in the interaction was not high was closely related to the current evaluation of students' course performance mainly based on the final examination results. Because the current curriculum assessment relies on terminal examination scores, most of the final-examination accounts for 70% to 80% in the whole assessment, and the non-test performances just account for 20% to 30% by comparison. Note that most of the non-test performances results come from attendance and homework completion, and there is no corresponding concern for the classroom learning process. In this summative teaching evaluation model, students spend lots of time to the preparation of the final exam, and the learning content is also concentrated in the extent of the exam, thus reducing students' attention to classroom interactive learning dramatically. For this reason, we no longer completely rely on closed or open final exams to assess students' final grades. In turn, we consider and assess students' final grades based on their classroom performance, online classroom interaction and the completion of case work at the same time. The class performance scores of students are mainly determined by the individual participation attitude, the number and the quality of speeches of the students. In class, the teacher made a record of each student's speech and the quality of their individual speech, which was used as the basis for classroom performance evaluation. The team's casework completion score is based on the content of each student in the group and the results of the final case analysis. In order to promote the interaction within the team and avoid the phenomenon of "Hitchhiking", each member of the team is responsible for the data collection and analysis of at least one topic, and correspondingly forms a complete comprehensive

case instead of the accumulation of scattered topic content and data. This method of grading students according to their own classroom performance, on the one hand, it can form a certain pressure in the invisible for students to actively participate in the classroom teaching process, on the other hand, it is also possible to avoid the "Hitchhiking" inertia of the students in the group and to form a good self-control, self-monitoring and self-realization ability [6].

IV. CONCLUSION

Bilingual interactive case teaching is a new teaching mode established as a teaching reform. Although there are still some problems at present, however, it has been proved by practice that bilingual case teaching can combine the traditional teaching methods of China and the advantages of foreign teaching, reform the teaching structure and corresponding teaching methods of undergraduate courses, improve the content of course teaching and enrich the teaching forms. Meanwhile, bilingual interactive case teaching can enhance students' understanding of the course content and stimulate their interest in the course. It can enable students to combine theory with practice, strengthen the frontier of the subject, and help students to adapt to the needs of social development.

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