

# Bilingual Teaching Reform Ideas of International Business from Experience of Visiting US Classroom Teaching

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**ABSTRACT:** Bilingual education is the key project of the Ministry of Education and the universities. The international business curriculum is the first bilingual teaching course in universities. Through my experience as a visiting-scholar of international business in Washington State University, I have some new ideas to bilingual teaching model reform of international business.

**KEYWORD:** bilingual teaching; teaching model; teaching effectiveness

## 1 INTRODUCTION

Bilingual education receives extensive attention of the Ministry of Education and the Universities, and bilingual curriculum construction has become the focus of universities and colleges. During the period as a visiting scholar in the major of international business in Washington State University, I experienced personally the western teaching philosophy and methods, which is a new revelation to bilingual teaching of international business curriculum of China.

## 2 THE VISITING EXPERIENCE OF INTERNATIONAL BUSINESS TEACHING AT WASHINGTON STATE UNIVERSITY

Funded by Shandong Provincial government, I came to Washington State University in April, 2011, as a visiting-scholar for 6 months. I personally experienced the activity and warm atmosphere in US classroom, which surely has some relationship with American students' open character under their educational system. But we should learn from US classroom teaching methods and teaching contents.

### 2.1 *The students choosing the same subject form a class group*

There is no fixed class group in United States, there is no such a conception. However, what degrees the students will obtain, they should complete the required credits. These credits include necessary course credits and other courses credits by choice. The students will voluntarily choose their interested

courses by their own, this is a real credit education system. It also fully reflects the US respect the personality development of students. For each class, the students choosing the same subject will form a group on this course. It is precisely because the course is selected by themselves, illustrating the students themselves are interested in this course, which also determined the students' high enthusiasm and initiative in class.

### 2.2 *Active classroom teaching process*

#### 2.2.1 *The opening of the class*

Professor Jerman Rose, director of international business institute, opens his class in two ways. One way is that a few students give a small speech, arranged by the teacher last class. The students should prepare the presentation before class, collecting much information and many case materials relevant to the content of this class. When they give the presentations, they play the slides at the same time, which is also prepared well by themselves before class. Some of those slides are 15 seconds per slide, some are 20 seconds per slide. The student must explain completely the slide within such a short limited time, and then move to the next slide. Because the slides will automatically flip, the students can not hesitate, cannot pause, otherwise they cannot keep the progress of the slides.

Another way is to let students hand in their homework at the beginning of the class. Their homework is a paper, which is written according to contents of the textbook. So the students will have to preview the contents before class. American students are also given a task for the next class.

### 2.2.2 *The discussion stage between teachers and students*

Students' performance is over, the teacher and the students begin discussion. Professor Jerman chooses the case of company selected by the students to begin his explanation, and teach the knowledge points, while showing the slides. Students raise their hands at any time to interrupt the teacher's lecture and ask all kinds of questions. The teacher will also ask students questions, the students compete to answer. Meanwhile the professor writes down some key points on the blackboard from time to time in order to emphasize. In such a question and answer process, the students will not feel bored and tired, but have high interest and high gains.

### 2.2.3 *After class communication*

Professor Jerman, communicates with his students after class for each course he teaches. He gives a specified time to allow his students to go to his office to communicate with him. The teacher will know how about the students' learning and the students will benefit from it.

### 2.3 *Practical teaching contents*

The teaching contents are all specific cases, but not separated from the knowledge points of textbooks. Textbooks that the students use are adapted by Professor Jerman. The adaptation is around some specific cases of company to discuss and explain knowledge points. The cases in the presentations and papers done by the students are all collected by themselves before classes. While they must complete the wonderful PPT, including pictures and sound in it, to express perfectly the company's business. This teaching content make students not only know the professional knowledge points but also know how to use them.

## 3 THE BILINGUAL TEACHING REFORM IDEAS OF INTERNATIONAL BUSINESS

From my experience and inspiration as a visiting-scholar of international business class in Washington State University, I have some bilingual teaching reform ideas as follows.

### 3.1 *Determination of international business bilingual materials*

To have a feasible new model of bilingual teaching, first of all we should select the appropriate bilingual materials. English originally textbooks are very expensive, such as the textbook of international management in Washington State University, is up to \$150, equivalent to nearly RMB1000, far beyond the students' ability to pay. Professor Jerman Rose adapted the original textbook to make it more suitable for their students both in contents and in price, which received a warm reception with students.

Our bilingual teaching materials for international business course can be taken a similar approach. First, purchase of English original textbook of international business. Then, according to the specific circumstances of the university students, make the adaptation of teaching textbook. When adapting the bilingual materials, we should note two points: one is the language should be English; the other is the content is sure to attract the readers, to break the rules of the original Chinese language materials. International business course teach many theories including international trade theory and international finance theory, to permeate these theories into the development and management of multinational enterprises and big companies, such as selecting large companies more concerned by people: Nokia, SUMSUNG, P&G, Wal-mart, Google, Baidu and so on. This will not only facilitate teachers teaching of specific cases, but also help students have good topics to discuss. Determination model of bilingual materials see Figure 1 as follows.

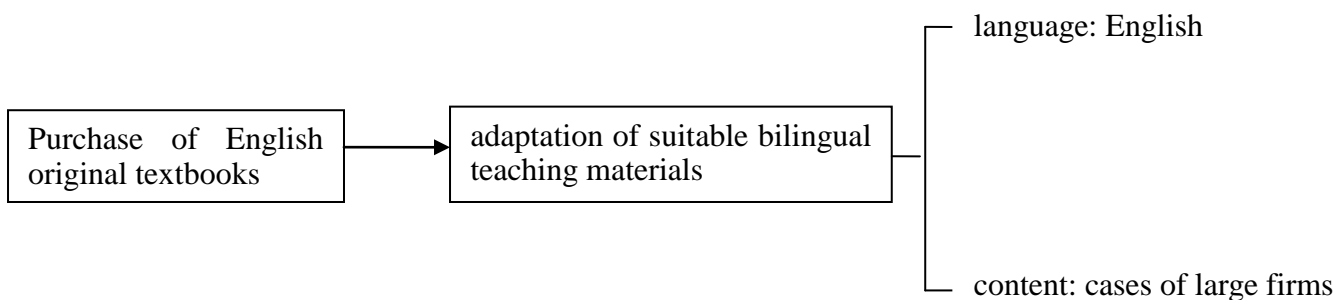


Figure 1: Determination model of bilingual materials

### 3.2 Ideas for international business bilingual teaching model

International business bilingual teaching should adopt a new teaching model different from non-bilingual teaching model, should be distinguished for the usual model of “teachers speak, students listen”, so as to achieve two aims, one is to help students grasp the key professional knowledge, the other is to rich their English vocabulary and improve their English.

#### 3.2.1 Restrictions on the number of students

Because almost time of bilingual teaching class is speaking English, language class always have a restriction of students number, about 30 to 40 students in a class, otherwise the effect of practicing English cannot be achieved.

#### 3.2.2 Pre-class preparation phase

After each class, teachers will arrange the teaching contents next time to the students for preview. The students should make use of time of after-class to preview, looking up new words in a dictionary or through other ways to make them understood. Meanwhile, they write a paper (or learning experience etc.), or they will prepare a presentation related to the contents in next class. The papers and presentations are usually around a company’s international operation, how to use the professional knowledge in the textbook to operate. And the papers and presentations should be written in English.

#### 3.2.3 In-class period

Class will be going in two steps. First, the students’ English speech. Students should express their content prepared before class in the limited time.

This need adequate preparation before class, including English speech and time control. Students’ presentation can also be given with a collaboration of a small team. For example, three or four students form a small company to push sales of their export products. Or if there no presentations, teachers can require students to hand in their own learning experience for teaching materials. The students’ presentations and learning experience are focused on business of some multinational enterprises and companies. Thus, students not only read the professional knowledge, but also put it into practice in real cases. What’s more, it can give them opportunity to practice English. Then, teachers begin to focus on the topics selected by the students to explain, to discuss, to show their view of points, students can always interrupt the teacher at any time, to ask questions, teachers answer them. Or the students can express their different perspectives, teachers ask students questions, students answer. From time to time, the teacher will write down core expertise points on the board for emphasis. In short, the second stage is going in an atmosphere of question and answer. They must communicate in English, unless they encounter very difficult things. This kind of class process is not only to teach professional knowledge and its application, but also to train the students’ English language skill.

#### 3.2.4 After-class communication

The class ends, but students are still immersed in the company’s operation, development and other issues, and continue discussing and deepen their impression of professional knowledge points. Students can also go to teachers’ office to exchange ideas. Students will get much from active participation, thinking, discussion and communication. Bilingual teaching model see Figure 2.

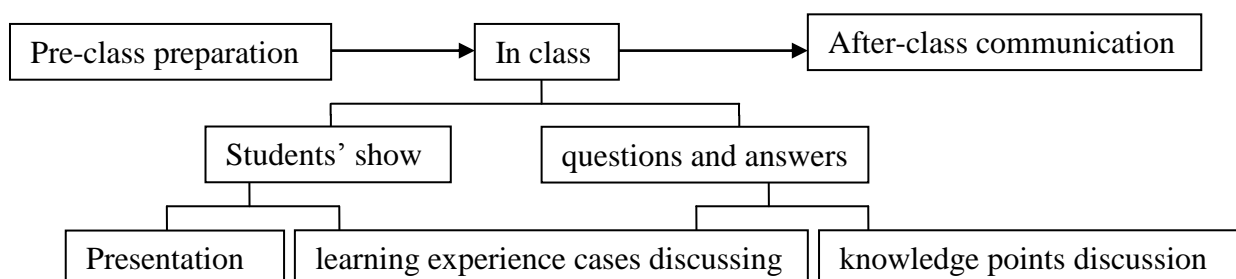


Figure 2: Bilingual teaching model

### 3.3 Assessment of bilingual teaching effectiveness

Bilingual teaching effectiveness is the key to reflect whether the bilingual teaching can achieve its desired goals. The two goals of bilingual teaching: the first, is to help students master core professional knowledge; the second is to rich their English vocabulary and improve their English language skill. To assess the effectiveness of bilingual teaching, not only to assess the expertise, but also to exam their English level. Assessment of the bilingual teaching effectiveness can be divided into two phases:

First, the usual English presentations in class and English papers(a total of 100 points), the students can score from four areas: students' team work and coordination 20 points, innovation and risk taking 20

points, contents and language 40 points, individual presentation style 20 points.

Second, by the end of course, prepare a set of English questions( a total of 100 points), including 30% of objective questions, to examine the basic professional knowledge of students, 70% of subjective questions, which is about analysis on some company's business in order to test students' comprehensive practical ability. From the above two aspects to assess the effectiveness of bilingual teaching, we can get idea whether the two desired goals have been achieved, and even can examine the overall quality of students. Assessment model of bilingual teaching effectiveness see Figure 3.

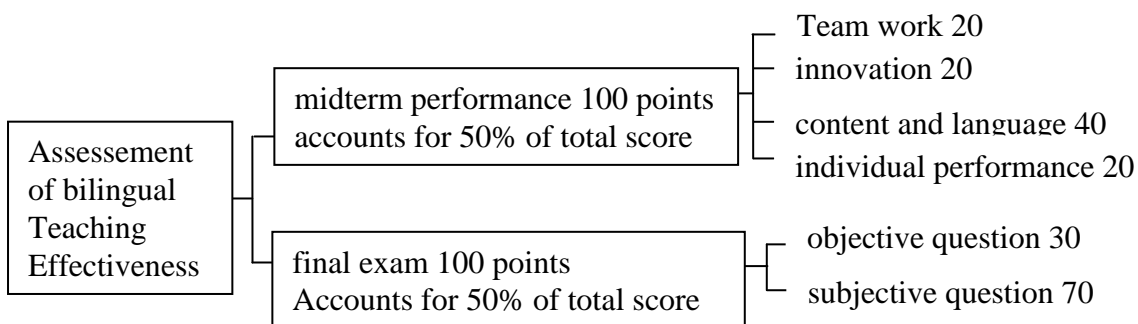


Figure 3: Assessment model of bilingual teaching effectiveness

## 4 CONCLUSION

From visiting international business class in Washington State University, I feel deeply the necessity and urgency of the need in reform of bilingual teaching model, and get the new ideas for international business bilingual teaching model. The new bilingual teaching model will be put into practice, to achieve the desired goals, not only to enable students to master core professional knowledge, but also to train their English language skills, developing qualified international business talents to meet the requirement of international market.

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