



Analysis of the Reform of Bilingual Teaching in the Course of Securities Investment Studies

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Abstract: Bilingual teaching in the course of "Securities Investment" is in line with the talent cultivation objectives of undergraduate finance majors in the context of Chinese-foreign cooperative education, but due to the problems of students, teachers and teaching materials, it is necessary to carry out reforms and innovations in the bilingual teaching of the course. Bilingual teaching should be carried out in separate classes according to the English level of students, high-quality bilingual teaching materials should be compiled, the construction of bilingual teaching faculty should be strengthened, environmental and policy support should be provided, and a reasonable evaluation and feedback mechanism should be established.

Keywords: bilingual teaching, tailored teaching, teaching reforms

1. INTRODUCTION

The cultivation goal of the undergraduate programme of finance under Sino-foreign co-operation is to introduce international advanced education concepts and education resources to cultivate senior professionals with international vision and strong innovation and practice ability, proficiency in English, strong international communication skills and ability, systematic mastery of basic economic and financial theories, basic skills in investment and financial management, and familiarity with knowledge related to financial management and economic laws, who are adapted to the needs of modern market economy and the development of economic globalisation. They have the ability to engage in financial management and financial practice in various financial institutions such as banks, securities, investment and insurance institutions, financial supervisory departments and financial intermediary organisations to meet the needs of the modern market economy and the development of economic globalisation. This cultivation goal puts forward high cultivation requirements for students' professional ability and professional English level. If the study of professional English and professional courses are separated, it is a waste of teaching hours and not conducive to students' understanding and mastery, so a certain proportion of professional core courses will be taught in both Chinese and English as the optimal choice to achieve the goal of talent cultivation. As one of the core courses in finance, the course of "Securities and Investment" also needs to carry out bilingual teaching on a pilot basis.

Bilingual teaching refers to the teaching form that uses two languages as the medium of instruction at the same time. In China's higher education system, bilingual teaching usually refers to the systematic use of both English and Chinese as the medium of instruction for non-language subjects in the professional courses of higher education, so as to enable students to achieve a smooth and natural development of their overall professional academic level, professional English language ability and the knowledge system represented by the two languages, thus strengthening the internationalisation of the cultivation of human resources in China's higher education institutions and enhancing the international competitiveness of China's higher education institutions. This will strengthen the internationalisation level of talent cultivation in Chinese universities and enhance the international competitiveness of Chinese higher education. Bilingual teaching has been formally incorporated into the undergraduate teaching system of Chinese colleges and universities since 2001, and it has been more than 20 years since then. However, the effect of bilingual teaching in many colleges and universities is still unsatisfactory, and there are many problems.

2. PROBLEMS IN TEACHING BILINGUALISM IN THE COURSE OF "SECURITIES INVESTMENT"

2.1. Bilingual Teaching Modes are not Abundant

Due to the influence of traditional classroom teaching thinking, some teachers do not choose appropriate bilingual teaching methods according to the characteristics of the course, and only add the translation of Chinese and English on the basis of the original classroom teaching without considering the classroom effect of bilingual teaching and the acceptance level of the students. Each chapter of the course does not distinguish the difficulty of the knowledge points but adopts the same proportion of bilingual teaching, which will cause students to have difficulties in grasping and understanding the key and difficult points of the course, thus affecting the learning effect and quality of the professional courses. Some teachers in the bilingual teaching process is not innovative enough, and did not innovate the teaching method, ignoring the students' classroom interaction experience, the formation of the teacher one-way instillation, the students passive acceptance of the teaching effect, unable to stimulate the students' interest in learning.

2.2. Scarcity of Bilingual Teachers, unable to Meet Bilingual Teaching Needs

The course of "Securities Investment" is a course combining theory and practice, and the bilingual teaching of this course requires teachers to have not only excellent professional knowledge, but also strong professional English ability in listening, speaking, reading and writing. However, there are relatively few teachers in the existing teacher structure who have investment theory, practical experience in market investment, as well as strong professional English ability, especially the speaking ability in classroom teaching, which is difficult to meet the needs of bilingual teaching, thus failing to realise the cultivation goal of cultivating composite talents with an international perspective. At the same time, it is well known that bilingual teaching requires teachers to spend more time and energy on lesson preparation, and the existing workload accounting methods and assessment systems in colleges and universities make it difficult to truly measure the actual effort of teachers in the process of bilingual teaching, which also leads to a part of the teachers who are capable of bilingual teaching to carry out bilingual teaching with low motivation.

2.3. Students' English Language Proficiency Varies

In the process of carrying out bilingual teaching in the course of "Securities Investment", the English level of students will also affect the effect of bilingual teaching. The higher the English level of students, the higher the acceptance of bilingual teaching, the better the effect of bilingual teaching, on the contrary, if the English foundation of students is relatively weak, in the process of bilingual teaching will be due to the language barrier and lead to some of the knowledge of the understanding of the difficulties, and the "Securities Investment" such a specialised course is usually used in the form of a large classroom, which will make the students with different levels of English face the same bilingual teaching environment, therefore, when the teacher in the professional knowledge of bilingual explanation, some of the students with better English proficiency, the bilingual teaching will be difficult. As a result, when teachers give bilingual lectures on professional knowledge, some students with better English proficiency can understand, while others with lower English proficiency can't understand, learning becomes more difficult, and they even lose their interest in learning the course.

2.4. Lack of Bilingual Teaching Materials

For bilingual teaching of the course "Securities Investment", the textbooks are usually imported from foreign countries, while the original textbooks are mainly written for native English-speaking students, which are not necessarily suitable for Chinese students in terms of content arrangement, difficulty level, etc., and there is the problem of inconsistency with the requirements of the syllabus. Therefore, the lack of suitable teaching materials for bilingual teaching of Securities Investment remains an important factor affecting the effectiveness of bilingual teaching.

3. COUNTERMEASURES SUGGESTIONS FOR THE REFORM OF BILINGUAL TEACHING IN THE COURSE OF "SECURITIES INVESTMENT"

3.1. Classes are Divided According to Students' English Level, with Emphasis on Teaching Students According to their Aptitude

Focusing on the actual situation of the students, according to the students' different English bases for classification or class teaching, through the English proficiency test and selection, so that students with basically the same level of foreign language proficiency in the same bilingual classroom, the establishment of the corresponding bilingual teaching mode of teaching, and adjusting the teaching progress at any time, and even for the low English proficiency of the students in bilingual teaching to appropriately reduce the proportion of English language teaching, with the primary goal of students learning to understand and learn the basic knowledge of the professional courses. Even for students with low English proficiency, the proportion of English teaching should be appropriately reduced, and the primary goal of teaching is for students to learn and understand the basic knowledge of the professional courses. Help students to establish a good learning method for bilingual courses, starting from the mastery of professional vocabulary and professional knowledge, so as to reduce the difficulty of learning professional knowledge. Adopting diversified assessment methods to motivate students to correct their learning attitudes and enhance their intrinsic motivation through all-round process assessment.

3.2. Prepare High-quality Bilingual Teaching Materials and Explore the Innovation of Teaching Methods

According to the subject content and characteristics of Securities Investment, prepare bilingual teaching handouts or teaching materials in line with the requirements of the course syllabus, which can include the more classic international original textbooks, the latest preface of the discipline's research literature or books in the reading list, so that students who have the capacity to learn can have close contact with domestic and foreign advanced academic thinking through reading after class. In addition, according to the characteristics of the course, each chapter of the professional vocabulary list can be prepared for students to use before class, to help students quickly master the core professional vocabulary of the course, so as to eliminate the loss of listening efficiency caused by the voice barrier. Choose to switch among immersion bilingualism, maintenance bilingualism and transition bilingualism according to the students' characteristics, so as to avoid the students' dependence on the first language.

3.3. Strengthening the Bilingual Teaching Faculty

The bilingual teaching of professional courses is not the teaching of language courses, which requires that teachers must simultaneously have a solid professional foundation, be proficient in the knowledge system of their own disciplines, and at the same time have a high level of professional English proficiency, and be able to fluently switch between Chinese and English in both directions. Therefore, it is necessary to vigorously introduce compound teachers with high foreign language proficiency and strong subject knowledge. On the one hand, colleges and universities with the conditions should actively employ foreign scholars and experts to engage in bilingual teaching of professional courses in China, encourage and support the returnees to teach professional courses in English, and pay special attention to the introduction of overseas talents with patriotic enthusiasm, higher education and study abroad background to return. On the other hand, it is necessary to establish a stable and regular training system for bilingual teaching teachers. Excellent teachers can be selected and sent abroad for further training in English teaching of a certain subject in a certain major, so as to master the advanced knowledge and teaching concepts of foreign countries and improve the teaching effect. It can also establish a special bilingual teaching training base in China to meet the needs of existing bilingual teachers and improve their comprehensive ability. Bilingual teaching sharing and exchanges can also be organised on a regular basis to sum up experiences and promote development.

3.4. Provide Environmental and Policy Support and Establish a Sound Evaluation Feedback Mechanism

Colleges and universities should endeavour to create and foster a bilingual teaching environment by opening bilingual channels with the help of campus media, running English radio broadcasts and English corners on campus, and inviting experts and scholars to give lectures and other bilingual

campus micro-environments. Efforts should be made to provide special financial support for the bilingual teaching of professional courses, including the introduction of teaching materials, teacher training, reform of teaching methods, etc. Teachers should be encouraged to carry out research on bilingual teaching, and appropriate inclination should be given in terms of workload, performance appraisal and career development to stimulate the enthusiasm of teachers for bilingual teaching; and students' interest in bilingual learning should be encouraged in terms of credits and assessment methods. Construct a bilingual teaching quality monitoring system, give play to the role of teaching supervisors, and improve the system of peer teachers listening to lectures and the system of evaluation by students listening to lectures. Implement the system of binary subject (teacher evaluation, student evaluation) and three-dimensional structure (evaluation of teaching materials, evaluation of effects and evaluation of goals), provide timely feedback on the effects of bilingual teaching, conduct comprehensive analysis and evaluation based on the achievement of linguistic, professional and social goals, and make timely adjustments in response to the feedback problems.

4. CONCLUSION

To sum up, it is of great significance to carry out bilingual teaching reform in the teaching process of the course of "Securities Investment Studies" to cultivate compound talents with international vision who have higher comprehensive quality and stronger professional ability. Colleges and universities should continue to innovate the classroom teaching mode of professional courses, strengthen professional bilingual teachers, improve students' professional English level, encourage the compilation of bilingual teaching materials suitable for the cultivation programme, and at the same time, build a more scientific and reasonable assessment and evaluation system for students, so as to improve the quality of bilingual teaching of professional core courses.

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