

The Target System of Bilingual Education in Finance and Economics Curriculum

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Abstract—Chinese enterprises are confronted with the problems of insufficient talents in their global business management and operations, since the talents training lags behind the step of the economical internationalization. The bilingual education in finance and economics curriculum is an efficient reform to adapt the new development tendency and impels the process of internationalization in Chinese enterprises. The target system of bilingual education in finance and economics curriculum covers three aspects, namely curriculum target system, ability target system, and comprehensive target system, in which some factors such as the school-running orientation, the organization form, the training and construction of bilingual teaching team, the bilingual study environment and so on are required to work coordinately.

Index Terms—finance and economics curriculum, bilingual education, teaching system

I. INTRODUCTION

Chinese international talents training lags behind its pace of economic internationalization and development. This unbalance between supply and demand affects at least two aspects: First, the progress of Chinese Enterprise internationalization is slow because of the lack of internationalization talents. Second, the domestic personnel training pattern is unable to follow the step of global economic integration, causing that the personnel training cannot meet the changing demands. The bilingual education in finance and economics curriculum implemented by universities will possibly alleviate the above two negative influences to a certain extent and provide enough qualified personnel for Chinese enterprises to participate in the international competition. The implementation of bilingual education in finance and economics class is not for professional English training. It aims at cultivating student to be international business people with the ability to communicate in foreign language freely or study their majors in foreign language. In this way, students will gain the ability to cooperate with their partners and compete with their rivals.

With the accelerated pace of economical globalization and the continuous enhancement of Chinese economic internationalization, the society urgently needs large quantities of international and high-stand personnel who

have the specialized background of economics and management to use the second language to communicate simultaneously. Therefore, bilingual education keeps the Chinese higher education in line with international standards and this bilingual education becomes the inevitable trend of time. Therefore advancing bilingual education in finance and economics curriculum becomes very important.

II. LITERATURE REVIEW

A. *The Theoretical Foundation Researches*

Fillmore (1980) proposed that, students are unwilling to accept the information in the second language if two languages are conveying the same or similar information simultaneously.[1]Therefore, in order to enhance students' language motivation and their concentration, the more or total use of the second language will be much more effective.

Swain (1983) also suggested that if two languages are used in teaching, students are easy to neglect the one which they don't understand or less understand, so, students should be taught in the second language only. [2]

According to the Threshold Hypothesis of Cummins (1984), when students master the second language and can deal with teaching in the second language, it means that the bilingual education has positive effects on student's cognition. [3]

B.H. Wang (2003) believed that bilingual education means applying another language except mother language into the teaching of subjects except language. The learning of second language and the knowledge of various subjects will be completed synchronously. [4]

B. *The Practical Exploration on Bilingual Education*

X. Z. Wang and S. W. Chen (2005) discovered that college students are in an important status to study professional knowledge. If bilingual education is used in all subjects or in all content of some major courses, the realization of the curriculum goal maybe influenced. [5]

X. G. Wang and H. L. Yu (2006) have discussed the design of bilingual education system in international finance curriculum, and proposed that the bilingual education is an effective way to connect the international finance teaching with the international communion model. In order to raise students' ability in understanding and

solving international financial problems, designing the bilingual education system of international finance curriculum becomes very important. [6]

Q. F. Cheng (2006) attempted to set up a whole set of quality control system for bilingual teaching in universities, arguing that through theory and practice studies, the results show that the quality assurance system of bilingual teaching must include a routine management system, an organization system, an access censorship, a quality assessment system, an information feedback system and a scientific research system. [7]

C. Summary of Bilingual Education Experience

After reviewing the recent research about bilingual education in finance and economics, L. Zhou (2012) discussed the requirements which the bilingual teaching put forward for faculty, students, course installation, teaching material and teaching methods. She also points out the important and difficult issues of the bilingual education in finance and economics class, including how to establish the goal of bilingual education in the finance and economics, how to choose the teaching method of bilingual education in economics, how to set the proportion of foreign language use, how to select the bilingual education teaching material and revision and how to strengthen the bilingual education teaching troop and so on. [8]

According to individual teaching practice and the questionnaire “assessment and suggestion on bilingual teaching” conducted by Zhaoqing University, S. N. Huo (2014) analyzed the practical problems existing in bilingual education, including poor bilingual environment, inadequate teaching staff, lack of deliberately selected teaching material, students’ lack of ability of self-regulated learning, and the difficulties in interaction among students in big classes, etc. [9].

III. TARGET SYSTEM OF THE BILINGUAL EDUCATION IN FINANCE AND ECONOMICS CURRICULUM

A. Curriculum Target System

The curriculum objective is an important part of bilingual education target system, including finance and economics and the specialized English in finance and economics. Bilingual teaching has to complete two teaching tasks: one is the main courses in the finance and economics curriculum which are taught in both English and Chinese, and the other is the main courses in professional English. See Fig. 1.

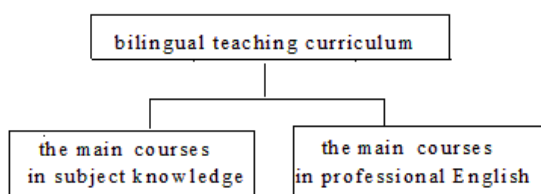


Figure 1. The course classification of bilingual education

The bilingual education is implemented based on the mastery of finance and economics knowledge. Students

will understand better if they learn the major courses with two languages after grasping the relevant expertise. The common goal of bilingual education curriculum system is that, through the design and implementation of bilingual education, students can grasp the basic theory, the professional knowledge and the international convention. Besides, students are also expected to understand the concept of globalization operation and management, and to master the basic skill and the criterion of international management and operation.

B. Ability Target System

The ability target system of bilingual education refers to that, through the bilingual study, students can gain the skills to deal with business in English. This system contains two major training, including the ability of English application and the adaptability of internationalization management and operation. See Fig. 2.

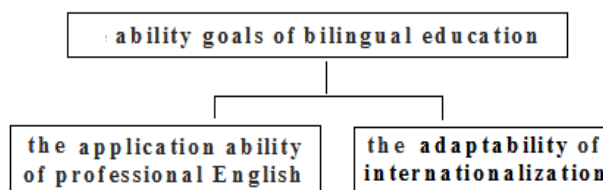


Figure 2. The ability target system of bilingual education

The bilingual curriculum in finance and economics follows two main lines: one is the basic professional curriculum in language subject, like marketing English, human resources management English, commercial English, international trading English, project management English, accounting English and so on; the other is the subject knowledge about bilingual finance and economics curriculum, like international marketing, Trans-culture management, international finance, international investment and so on. See Fig. 3.

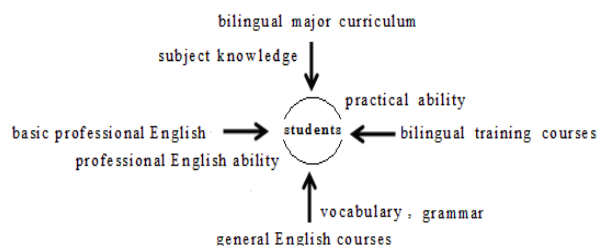


Figure 3. The curriculum system of bilingual education in finance and economics

C. Comprehensive Target System

The comprehensive target system of bilingual education in finance and economics curriculum includes following three aspects at least:

First, students are trained to grasp the broad theoretical knowledge and skill in finance and economics curriculum. With the reform and opening to the outside world, large number of talents specialized in international business management are in urgent demand. They are required to understand the international rule, law, the convention and

the operation skills thoroughly. Through bilingual education, students can follow closely the development trend of the international business by studying and mastering theoretical knowledge and foreign language. Besides, students can learn the skills of economic cooperation and communication with other countries so as to be a real international business man with expertise both in theory and in practice.

Second, students are trained to enhance their application ability of students' foreign language. Linguistic ability is especially important in international business activities, such as negotiation with customers, contracts and implementation and dispute settlement. Foreign language teaching in the finance and economics can provide students with a good environment for language learning and offer students more opportunities to speak English. Therefore, when students learn, absorb and master the professional knowledge, their application ability of foreign language will be improved at the same time.

Third, students are trained to strengthen their learning capability and innovation spirit. The graduates of finance and economics will face competitions from globalized market, so they need to strengthen their international competitiveness by studying and training. The bilingual education let student stand in the front line of international market, gain the information and knowledge from the outside world, and ponder specialized questions with a much broader perspective than before. And for this reason, students can improve their learning and competitive ability by studying, thinking and innovating constantly. The comprehensive target system see Fig. 4.

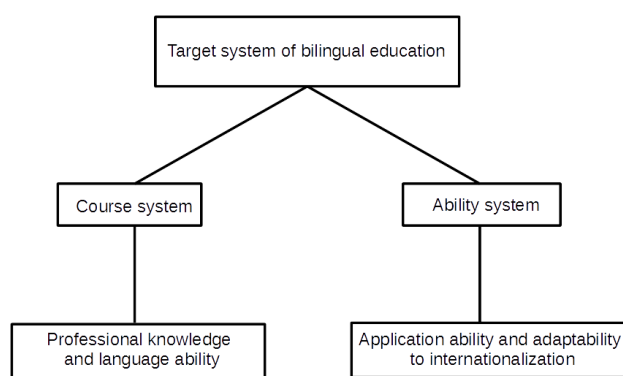


Figure 4. The target system of bilingual education in finance and economics

IV. PATHWAY TO CONSTRUCT THE BILINGUAL EDUCATION SYSTEM OF FINANCE AND ECONOMICS CURRICULUM

A. To Construct the Bilingual Education Pattern with Characteristics of Localization

Although overseas and domestic universities have accumulated rich experience in bilingual education, the constant economic and social development requires constant educational innovation. Different orientations of colleges and universities have different personnel training goals, also grows the different teaching focuses naturally. For example, the academic institutions usually focus on

fundamental research and theoretic study, while the application technology universities focus more on application engineering research and raising the students' utilization ability, the professional technology universities stress on students' practical operation ability. Moreover, different universities have different bilingual education environment and different teaching staff, which has decided the different educational model with their own characteristics. All kinds of colleges and universities have a common feature in the implementation of bilingual education, namely the attempt to establish target constitution complex, including the ability target, the curriculum target as well as the synthesis target, explore bilingual education pattern with teachers as guidance, teacher-student interaction and in-depth academic exchange, and finally construct the bilingual education patterns with their own characteristics in content design, teaching organization, ways of students' participation and exam and so on.

B. Build up the Bilingual Teachers Team

Bilingual education has a higher requirement for teaching team. Introducing people back from overseas study, local culturing and teachers self-studying are usually effective accesses to talents. To adapt to the need of personnel training in the new time, multi-channel and multi-way development of the bilingual teaching team seems extremely important. There are mainly three ways to construct the teaching team for bilingual education:

First, to promote the existing teachers team means to select some excellent members to study abroad or study in some domestic universities with advanced bilingual education courses. Or raise core members of the existing bilingual teaching team through the development "3+1", "2+2" cooperation projects with the foreign friendship universities.

Second, to reserve potential bilingual teaching team members means to select some outstanding young teachers with solid language foundation and strong willingness to engage in bilingual education, encourage them to join in the bilingual education through policy driven, senior teacher instruction and so on.

Third, to introduce circulating teaching team means to attract international bilingual talents to hold the posts of bilingual teaching intermittently in the universities with preferential benefits and policies. Singapore has set a good example for us in this field. By this way, authorities need to tolerate the high turnover of the imported talents.

C. Design Four Stages in Bilingual Education Progress

The students' promotion of their ability in specialized English study has the obvious feature of gradual progress which should follow the principle "from easy to difficult" and proceed in an orderly way, which covers the entire process of four years university study. The bilingual curriculum can be divided into four stages according to the school years, namely the preparatory stage, the start stage, the promotion stage and the application stage.

In the preparatory stage, bilingual teaching usually focuses on language ability training, including expanding vocabularies, grasping grammar rules and basic linguistic

skills, stimulating the students' interest in foreign language study.

In the start stage, bilingual teaching focuses on studying technical expressions in specialized foundation curriculum, training the students' interest in reading original English teaching materials. The English-Chinese proportion in a bilingual class is about 30%~40%, and the teaching posts can be held by the specialized native teachers.

In the promotion stage, bilingual teaching focuses on frontier theories and dynamics in main courses of specialized curriculum, introducing a totally new vision of globalization to keep students' professional knowledge in line with international standards. The English-Chinese proportion in a bilingual class can be increased to about 50%~60%, and the teaching posts can be held by highly specialized native teachers, people back from overseas study, or foreign teachers.

In the application stage, bilingual teaching focuses on content practicality, which is to lay foundation for students' future career. The English-Chinese proportion in a bilingual class can be increased to about 70%~90% or even 100%, and the teaching posts can be held by people back from overseas study or just foreign teachers.

D. Create Atmosphere for Bilingual Education

Campus is the main place for students' daily life and study, which indicates that universities should commit to build up good learning environment for bilingual education. For example, universities may add some bilingual elements to stimulate students' interest in study, cause the students to place themselves in a rich bilingual atmosphere. Such as to have some masters' portraits and representative works either in economics or management science with Chinese and English introduction in teaching buildings, or to arrange bilingual labels in all the campus afforests plots, sports grounds and offices. Let the students eliminates the bilingual barriers through bilingual reading, bilingual communication, bilingual thinking and finally realize the perfect cultural integration.

V. CONCLUSION

The implementation of bilingual education in finance and economics curriculum is still at the exploration stage. It needs the joint efforts from schools, teachers and

students. Schools should deepen its educational reform in school-running orientation, the organization form, the choice of teaching materials, and disposition of teaching staff and so on, set up objective and scientific assessment mechanism and feedback system to form a systematic quality control system. Teachers should get further professional training and learning, and pay much attention to students' second language application ability in each teaching links. Students should devote themselves to the bilingual education, actively participate in the bilingual interactions of the classes, and substantially develop the sense of international competition and innovation spirit.

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