

Research on Bilingual Teaching in International Trade Course

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Abstract. At the beginning of the 21st century, bilingual education began in some parts of China, and the Ministry of Education also introduced various policies to encourage and support the development of bilingual teaching. The bilingual teaching of international trade in colleges and universities needs to cultivate international talents with rich professional knowledge and good foreign language level. However, for various reasons, the effect of bilingual teaching in international trade courses is not satisfactory. Starting from the characteristics and laws of bilingual teaching, this paper analyzes the teaching methods, teaching resources and foreign language proportion of bilingual in international trade courses, analyzes the problems of bilingual teaching in international trade, and finally proposes corresponding solutions. I hope that we can promote the construction of bilingual teaching in international trade courses, explore effective teaching methods and models, and improve the professional level of college students.

Keywords: Bilingual Education, International Trade, Course.

1. Introduction

With the in-depth development of the Belt and Road in China, the market is increasingly demanding compound talents with both solid professional knowledge and foreign language skills. Communication without language barriers is a necessary foundation for the development of international trade activities, and composite talents will be in a dominant position in the future competition. The practicality and operability of international trade courses are very important. For students who need to use English in their future life and work, it is very important to learn to use English better, have good bilingual thinking, and master how to communicate properly with foreign counterparts. In China, many universities have carried out bilingual teaching of international trade courses, but there are some problems in bilingual teaching, which affects the speed and achievements of compound talent training. Bilingual teaching is also one of the key points of China's current higher education reform. It is necessary to study the bilingual teaching of international trade courses.

At present, most of the research on bilingual education in international trade courses is carried out from the aspects of teaching objectives, bilingual teachers, selection of teaching materials, and teaching methods. There is less research on English occupation ratio in international trade courses. This paper first introduces the concept of bilingual teaching and the status quo of bilingual teaching in international trade courses. Then, from the three aspects of teaching resources, teaching methods and foreign language proportions, this paper expounds the problems faced by bilingual teaching in international trade courses, and then analyzes the corresponding strategy is drawn and the conclusion is reached. It is hoped that research will promote the development of bilingual teaching in international trade courses.

2. Bilingual Teaching

The teaching objectives of the international trade practice course are foreign-related, and the international content of the teaching content also determines that the course needs bilingual teaching. The international trade practice bilingual teaching is an inevitable trend of cultivating international economic talents.

2.1 The Concept of Bilingual Teaching

Bilingual teaching refers to the teaching of some or all non-linguistic subjects with non-native language, and its actual connotation varies from country to country and region to region. For example, in Canada, bilingual teaching generally refers to the teaching method taught in French in English-speaking areas. In the United States, bilingual teaching generally refers to the teaching of subjects in Spanish. In Australia, bilingual teaching refers to the teaching of some subjects in a non-native language. China and many Asian countries and regions are exploring and experimenting bilingual teaching, which generally refers to a system of subject teaching in English. In China, bilingual teaching means that except for Chinese, a foreign language is used as the main language in class for subject teaching, most of which are in English. It requires correct and fluent English for the explanation of knowledge, but not absolutely exclude Chinese, to avoid the language lag caused by the thinking barriers of students; Teachers should use nonverbal behaviors to intuitively and vividly prompt and help students understand the teaching content, to reduce the difficulty of students' English understanding. In China's international trade courses, English as a second language is used as the working language. In order to acquire professional trade knowledge, the first language is still needed at the beginning, to form bilingual teaching. Bilingual teaching is not language teaching. Language learning and trade knowledge are acquired simultaneously, and foreign language teaching takes a certain proportion in the class.

2.2 Current Situation of Bilingual Teaching in International Trade Course

The International Trade Course systematically introduces the main links involved in the international trade process, including quantity, quality, packaging, price, transportation, insurance, settlement, commodity inspection, force majeure, claims, arbitration, etc., and its course content covers international trade theory, policies, international trade laws and practices, international finance, international transportation and insurance. The purpose of the international trade course is to enable students to read and access a large number of real English original texts, systematically learn the professional English vocabulary in the international trade curriculum, so that students can correctly implement China's trade guidelines and policies in import and export international business. It can also act in accordance with international norms and become a practical and international professional talent who is proficient in international trade English, so that China's trade operations can be smoothly integrated with the international.

The non-native language of bilingual teaching in international trade courses in colleges and universities in China generally uses English, and the use of English as a tool to learn trade expertise is essentially a professional course. Most students in the international trade curriculum can recognize the importance of bilingual teaching. Bilingual teaching can improve the overall quality, but the learning effect of many students is not ideal. There is a large number of professional vocabulary in international trade classes, and even the vocabulary commonly used in ordinary English has a special explanation in trade.

At present, the bilingual teaching of international trade courses in Chinese universities is polarized. Some colleges and universities can properly and rationally set the content of the course, and use bilingually to teach professional courses. In addition, the quality of students' own foreign languages also affects the use of bilingual teaching in international trade classes.

3. Analysis of the Main Problems and Causes of Bilingual Teaching in International Trade Course

At present, colleges and universities in some regions of China have insufficient awareness of the importance of bilingual teaching resources for specialized courses, and the construction of teaching resources is not in place. By analyzing the main problems and reasons of bilingual teaching in international trade courses, the author hopes to improve the teaching and cultivate international talents with rich professional knowledge and good foreign language skills.

3.1 Lack of Good Teaching Resources

Good teaching resources are the material basis for the smooth development of the course. Factors such as teachers, teaching materials, and school support will affect the teaching process and teaching effects to some extent. Good teaching resources should be “hardware” and “software”.

Currently, most teachers do not have the enrichment of practical experience nor the qualification required for bilingual teaching in international trade. In addition, the text books used in the Bilingual International Trade course are old and outdated. The practicality of the content of the textbook and the textbook is quite different, which is reflected in the following four aspects. First, the content information of bilingual textbooks is updated so slowly that the textbooks used are out of touch with the actual operation of foreign trade. Second, some textbooks are theoretically strong and difficult to guide operations effectively. Third, there are deficiencies in the general theory of textbooks and cases, comprehensiveness and flexibility.

3.2 Lack of Standard Teaching Methods

Due to the more explanations of trade knowledge points and technical terms, teachers' teaching methods are more traditional and lack of high-quality and innovative teaching methods. Students mainly listen, do not say or dare not say the main reason is the lack of interaction in the classroom, teachers unilateral transmission, student participation in the classroom is low, students lack the opportunity to practice speaking. Teacher-student interaction, interaction, human-computer interaction, and interaction between people and the environment is relatively rare. The effect of bilingual teaching in international trade courses is not ideal.

Most of international trade courses contents are abstract and difficult to understand. Teachers need to quote cases to explain professional principles. However, bilingual case teaching has high requirements for the teacher' knowledge structure, teaching ability, work attitude and teaching responsibility. At present, many teachers lack experience in international trade and are not familiar with the business of trade practice. There are not many cases that can be shared. It is still dominated by theoretical knowledge, which makes it difficult to stimulate students' interest in the course. In the bilingual teaching classroom of the International Trade Course, there are fewer discussion cases for teachers to organize students. In a limited teaching time, the combination of theory and case science cannot be realized, and the teaching effect is not good.

3.3 Vague Foreign Language Proportion

At present, the proportion of mother tongue and non-native language is difficult to grasp. The problem originated from many aspects: Due to the large differences in the English foundation of the subjects, some students are able to accept a high proportion of teaching, and some students are resistant to bilingual teaching because of the level of English. Most teachers will take care of all students and automatically reduce the use of English. The increasing proportion of foreign language proportions are not clearly explained.

4. Measures to Improve Bilingual Teaching in International Trade Course

As for the current situation of bilingual education in China's international trade and the teaching resources, teaching methods, and foreign language proportions in the process of teaching, the following specific countermeasures are proposed.

4.1 Increasing the Input of Teaching Resources

Schools need to be trained by masters to improve the teaching level of in-service teachers. Teachers who focus on bilingual teaching conduct irregular professional training and set up a rigorous assessment and feedback certification system. Encourage in-service teachers to go to business internships, hire bilingual experts in international trade courses, and invite bilingual experts to come to the school to give lectures. The school should also encourage and support teachers to actively study the bilingual teaching of the International Trade Course, actively carry out

the simulation operation competition of the international trade bilingual course, and provide logistical support.

In terms of teaching materials, experienced bilingual teachers are encouraged to compile teaching materials and compile teaching materials that are in line with bilingual international trade practice. In the process of writing textbooks, emphasis is placed on the combination of theory and practice. According to the talent characteristics and syllabus required by the company, refer to the experience and opinions of bilingual experts at home and abroad, and then invite bilingual experts at home and abroad to review the manuscript to ensure the quality of the textbooks. On the basis of self-written, increase the translation of foreign works as supplementary content, and increase the advanced equipment for learning. Make full use of multimedia for bilingual teaching, provide students with a large number of effective international trade expertise and information, so that students can access more trade information, so that students can more comprehensively understand and learn, and enhance the students' memory and make up for the lack of teaching materials. The defect that comes.

4.2 Establishing Scientific Teaching Methods

In bilingual teaching, teachers should be taught as organizers. In order to mobilize students' enthusiasm for learning, they can use English to communicate with students through questioning. Teachers should also encourage students to actively speak, especially to encourage the use of foreign language communication and exercise students' oral English expression ability.

Teachers can teach through the foreign trade case teaching method, make full use of the network advantage, collect teaching cases, use the case as a basis to enlighten students to think independently, analyze and study the problems in the case; face the difficult terminology of professional knowledge, through the case Perform vivid analysis to enable students to better understand and remember, improve their analytical and problem-solving skills. For example, one of the characteristics of the settlement of letters of credit: the letter of credit is bank credit, and the issuing bank replaces the importer to assume the first payment responsibility to the exporter. To give a case: Company A exports a batch of goods to US B customers. B is open on time and cannot be revoked to negotiate the letter of credit at present. After the shipment of the goods, Company A is ready to send a full set of qualified documents to the Bank of China. At this time, the Bank of China has been notified by Citibank, and B has declared bankruptcy due to poor management. The teacher can ask the student: In this case, the company's foreign trade clerk will deal with the goods being shipped. The students replied: Some said that they would ask for the company's leadership; some said that the goods were towed back first; some said that they would continue to ship the goods. After some arguments, the conclusion is: Although the B customer has gone bankrupt, the issuing bank Citibank has not gone bankrupt, and the issuing bank should replace the importer to assume the first payment responsibility to Company A, so Company A does not have to worry. In the case of collection, the goods should continue to be shipped. At this point, students are more likely to understand the letter of credit and narrow the gap between the teaching situation and real life.

The case teaching method requires teachers to make teaching arrangements and arrangements in advance, and conduct curriculum design in accordance with the principle of gradual and orderly progress. The selected cases must be updated in real time to make the case teaching closer to the reality, thus effectively guiding students to apply what they really have learned. The selected cases should not only be consistent with the teaching content, but also moderately difficult, so as not to dampen the students' enthusiasm for learning; in the later teaching process, the introduction of cases should be from shallow to deep, from topical cases to comprehensive cases, opening up a student A broad space of thinking to develop its ability to adapt to actual work.

After class, students are given some thinking questions and exercises to allow students to use bilingual role-playing exporters, importers and banks as an extension of the classroom. It is recommended to explain in groups and urge students to learn more about professional textbooks and cultivate students' habit of independent thinking. For the easy-to-understand knowledge points in

the teaching content, students can be arranged to teach the course themselves, and students are encouraged to use foreign languages to maintain the continuity of learning.

The school can also carry out school-enterprise cooperation for teaching, so that the workflow of foreign trade enterprises can be integrated into the international trade practice class, combining students' theoretical study and practice. In the case of school-enterprise cooperation, the student's internship opportunities have increased. Students can only gain professional skills if they experience a real career. The work-study cooperation model is a good teaching method. Students have an experiential harvest, and students have a better understanding of the theoretical knowledge in textbooks. By studying in the classroom while practicing in the enterprise, students can quickly improve their problem-solving skills, and the school can further do scientific research.

4.3 Formulating Scientific English Proportion

In the practice of international trade practice, the establishment of a scientific English ratio does not mean that the two languages are used in a uniform manner in the classroom. Instead, the two languages can be used very well to read and communicate. Teachers must first select students who participate in bilingual teaching courses. The proportion of English is mainly based on the degree of adaptation and acceptance of students, and is divided by the level of students' English. The proportion of English in bilingual teaching in international trade courses is mainly divided into the following three types: The first kind of students who have relatively weak English foundation and accepting ability, use Chinese to maintain students' understanding in international trade teaching, and teach some in English. International trade terms are interspersed with some regular classroom language. In bilingual teaching, the recommended proportion of English is reduced to less than 30%. First, the English-Chinese comparison is used for the blackboard, and the students' examinations are in Chinese. The second is for students with higher English proficiency. In bilingual teaching, the English ratio is more than 40%. English textbooks and original textbooks are used, and English is explained with Chinese interpretation. Homework and exams are answered in English and Chinese. The third type is students with higher level of foreign language. In bilingual teaching, English accounts for more than 50%. The original English textbooks are used, the classroom board is in English, and the students' homework and exams are written in English.

Different schools have different foreign language foundations. The English reading and writing ability of key undergraduate students is generally higher than that of the general two colleges. In the Bilingual Course of International Trade, the proportion of English can be relatively high, and only some terms or rare words are added to Chinese. Generally speaking, students in the two colleges have limited English reading and writing skills. Teachers can use English courseware, supplemented by Chinese courseware. The difficulty of teaching in the classroom is in Chinese, and it is easier to use English. Students with the same majors in the same school can teach students to work in different classes, and teach students according to different levels of foreign language. In the classroom, teachers adjust the proportion of English according to different basic knowledge and difficult knowledge, and conduct a preliminary assessment of students' attitudes, feelings and learning effects through questionnaire survey. Teachers teaching English should also set different English teaching ratios according to the different professions. These ratios can be used for the different chapter content. In the course of the whole semester, the proportion of English should be increased. In this way, every student can establish the confidence of learning and clearly study the goal of the bilingual course of international trade.

5. Summary

Teachers need to cultivate a faculty of bilingual teaching, improve the mode of bilingual teaching, and increase classroom interaction. To prepare students for bilingual education courses, use professional English courses and college English courses as a basis for bilingual teaching courses, and jointly develop the international trade bilingual textbooks suitable for China's higher education system.

The development stages of bilingual education courses for international trade in universities across China are different, and the level of development is also high. Some colleges and universities have already achieved good results, but most colleges still need to introduce advanced foreign teaching models, combined with China's excellent educational traditions. Gradually realize the all-round development of bilingual teaching in China, and cultivate graduates with good English communication skills in international trade. No matter how bilingual teaching is carried out, it should be student-oriented. Cultivate students' interest in learning, impart knowledge on the basis of students' understanding and acceptance, and subtly impart knowledge to students in a step-by-step manner. This paper studies the teaching resources, teaching methods, foreign language proportions of bilingualism in international trade courses, analyzes the problems in the class, and finally proposes corresponding solutions. The research on the proportion of foreign language in this paper is still shallow, and it needs to be followed up and practiced. Although the questionnaires have been passed out, the scope of the survey is not wide enough. The scope of the existing quantitative research is not broad enough and the survey methods are not diversified. Some examples of this are case studies and interview studies. I hope this study has a positive reference and will continue to study in depth.

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