

Research on the Innovation of Bilingual Teaching Model of Finance Course

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Abstract: Deepening the reform of financial system and promoting the liberalization of financial market in China are not only the background of financial globalization, but also the important content of the 13th Five-Year Plan. In recent years, China has intensified its efforts to train international financial talents. Universities are actively seeking innovations in teaching modes. Bilingual teaching is generally incorporated into the training system of finance specialty. This paper contains the main bilingual teaching modes in China and abroad, analyses the key problems existing in the process of bilingual teaching of Finance in our country, and innovatively puts forward the Five Dimensions bilingual teaching mode, which provides some practical support for the reform and innovation of bilingual teaching of Finance and economics in our universities.

1. The Background and Internal Requirements of Bilingual Teaching Reform in Finance

Since the outbreak of the financial crisis in 2008, governments have reexamined the core role of Finance in economic operation from the aspects of financial system reform, financial market operation and financial industry supervision. In the 13th Five-Year Plan, China clearly put forward the gradual liberalization of financial markets. In order to better cooperate with China's participation in economic globalization and improve the international competitiveness of China's financial industry, the Ministry of Education has clearly proposed that bilingual teaching should be first implemented in six specialties with strong internationality, such as finance.

In order to improve the education of Finance for the innovation of our financial system and the ability of the financial industry to develop services, Chinese universities are trying to cultivate a group of innovative international financial talents who are proficient in the theory and practice of international finance, familiar with modern financial rules and international economic and trade practices, have a keen insight and a global perspective by adopting bilingual teaching mode to innovate the teaching of finance.

The policy requirements of the Ministry of Education put forward higher requirements for the teaching of Finance in China from the internal and external environment based on the background of financial globalization and the 13th Five-Year Plan of financial reform. In order to strengthen the bilingual teaching of financial specialty in universities and improve the discipline system construction of financial specialty in universities, this paper analyses and discusses the problems existing in the current bilingual teaching mode of Finance in China, and puts forward the corresponding Five Dimensions innovative bilingual teaching mode.

2. Combing the Bilingual Teaching Mode at Home and Abroad and the Existing Problems of the Bilingual Teaching Mode of Financial Teaching in China

Bilingual teaching refers to the teaching of non-linguistic subjects in a non-native language. Its actual connotation varies from country to region. In China, it mainly refers to English. Bilingual teaching mode refers to the norms of teaching behavior under the guidance of bilingual teaching theory.

2.1 The Main Model of Bilingual Teaching in China.

On the basis of drawing lessons from foreign excellent bilingual teaching models and considering the specific situation of our country, according to the actual level of teachers and students, the proportion of foreign language use in our country can be roughly classified as follows:

All English. Students use English textbooks and teachers teach in English. This model has higher requirements for both teachers and students. Generally used in postgraduate teaching, undergraduates are difficult to adapt in the short term.

Mixed type. Students use English textbooks and teachers use bilingual cross-teaching. This model can take into account students with uneven English proficiency. It is suitable for teachers to widely use it in the initial bilingual courses. However, the high price of the original textbooks has limited the development to a certain extent.

Semi-English. Students are taught in English and teachers are taught in Chinese. This model has a strong pertinence to students with weak foreign language proficiency and acceptance. It is convenient for students to study textbooks through Chinese explanations, and at the same time, it can improve their foreign language proficiency and application ability.

Terminological guidance. Students use Chinese textbooks, and teachers mainly use Chinese, interspersed with English terminology for explanation. This model is easy for both teachers and students to accept, but the lack of English textbooks will easily lead to deviations in language expression, which will lead to arbitrariness in teaching.

Generally, on the one hand, compared with foreign bilingual teaching modes, bilingual teaching in Chinese universities started late, developed for a relatively short time, and did not form a complete bilingual teaching system; on the other hand, from the perspective of domestic bilingual teaching practice, the development of bilingual teaching in China's financial teaching has been blocked by many restrictions on teachers, teaching materials and so on.

2.2 Existing Problems in Bilingual Teaching Model of Finance Teaching in China

The original intention of bilingual teaching is to learn professional curriculum knowledge better through the second language, rather than the language purpose from the target orientation. At present, the phenomenon of "putting the cart before the horse" prevails in many schools, that is, students regard bilingual teaching as an extension of English learning, regard the original financial textbook as an English reading book only, focus on English words and concentrate a lot of energy on learning, and neglect the study of the whole professional knowledge of finance.

There are also many problems in the teaching framework system. Firstly, it is the lack of continuity and coherence in curriculum design. Bilingual teaching is a gradual process. Most universities in China only offer bilingual courses in sophomore and junior high schools, and fail to carry out their studies in the University for four years. The bilingual curriculum is not reasonably designed according to the inherent logic of the curriculum and the degree of difficulty, which leads to the faults in bilingual teaching and makes it difficult to achieve the desired results. Secondly, foreign textbooks are not well docked with the domestic situation. From the current teaching practice of Chinese universities, because of the advantages of rich content, large amount of information, fast updating, paying attention to the combination of theory and practice, stimulating students' creative thinking and providing relevant supporting services, most of the original foreign English textbooks are used as bilingual teaching materials in China, but there are some problems in their use, such as they mismatch with the domestic curriculum system and syllabus, focus scattered to each chapter, the logical framework does not conform to the thinking mode of domestic students, and it is difficult to understand and apply. This makes the promotion of bilingual mode limited to a certain extent by textbooks. Thirdly, the teaching methods are too backward. Bilingual course itself is complex and difficult. However, most universities in our country still adopt traditional cramming teaching, which intellectualizes ability, unidirectionalizes knowledge flow and lacks effective interaction. This leads to students' lack of knowledge application ability and limited thinking space, which is not conducive to cultivating students' theoretical analysis ability and practical application ability when facing the real financial market. Fourthly, there is a lack of an appropriate evaluation

system for bilingual teaching of finance. Our universities mainly adopt the credit system management model. The assessment methods include open-book or closed-book examinations, course papers, classroom questions and answers, group presentations, etc. However, they have not formed a system and cannot reflect the quality and effect of the course comprehensively and objectively. Many problems have arisen, such as the proportion of final examination scores is large and easy to erase. Killing the enthusiasm and creativity of teachers and students, assessment content focuses on the memory of textbooks, classroom notes, teachers' defined scope and assigned content, leading to students memorizing by rote and not really understanding curriculum knowledge.

The main body of bilingual curriculum mainly includes teachers and students from the perspective of subject. The problem with teachers is the serious shortage of high-quality "double-qualified" teachers. "Double standards" refers to teachers who have a high level of finance specialty and are flexible in using English to teach. Finance teachers have abundant professional knowledge, and their English proficiency is difficult to meet the teaching requirements. Language teachers have not gone deep into the forefront of finance specialty. Most foreign teachers are not taught in their own countries and are not familiar with the corresponding teaching environment. In teaching practice, it is easy to overtake bilingual teaching in language teaching, and it is difficult to meet the real purpose of bilingual teaching. The problem with students is that their professional knowledge and English proficiency are not uniform. The main manifestations are as follows: some students face the dual pressure of bilingual teaching, mainly to cope with the examination, have no time to cultivate bilingual thinking, lack the ability to solve problems by using English as a language tool, which leads to bilingual teaching becoming a formality; some students are becoming more and more difficult to learn due to their inadaptability to teaching methods to keep pace with the progress of teaching, and cannot achieve the desired learning objectives for a long time. Convinced that they lack the ability to learn bilingual courses, they even give up studying hard in bilingual classes, which hinders the development of bilingual teaching to a certain extent.

3. Five Dimensions Innovative Bilingual Teaching Model

Bilingual teaching is a systematic project, which requires comprehensive research from the main point of view, textbook construction, curriculum system, teaching methods, assessment and other aspects.

To solve the above problems, in order to ensure the quality of bilingual teaching in finance, shorten the gap with foreign financial education, and achieve the desired goals, we put forward Five Dimensions innovative bilingual teaching model, in which the main perspective and evaluation system are the focus of the model. The increasingly popular network teaching has become an important part of teaching mode and personnel training mode with the rapid development of information technology. Therefore, the application of network teaching has been highlighted in Five Dimensions bilingual teaching mode, as follows:

3.1 Subject Perspective.

Firstly, the problems of teachers. We can build bilingual teaching online repository from the perspective of teaching resources sharing, such as encourage bilingual teachers to actively share their teaching experience and upload successful teaching videos on the online platform for exchange and discussion; regularly organize University alliances for bilingual teaching sharing and exchange, and organize bilingual teachers to go to major universities for academic visits. Exchange experience in bilingual teaching; invite excellent bilingual teachers at home and abroad or experts and scholars to organize special training for bilingual teachers to improve their bilingual teaching abilities in financial disciplines, such as lectures, seminars, etc. Periodic assessment of bilingual teachers requires teachers to pay close attention to the front of international financial theory consciously and constantly from the aspect of teachers' assessment and incentives. We should grasp the latest financial developments, penetrate into domestic and foreign financial markets, enrich practical experience, and improve the ability of combining theory with practice, such as random lectures on the spot, random checks of teaching plans at random, etc. We should establish incentive

mechanisms for bilingual teachers, such as improving class hours salary, sending outstanding teachers abroad for further study, adding "excellent bilingual teachers award" and giving priority to the evaluation of excellent qualifications.

Secondly, problems of students. In the pre-class stage, classes are conducted according to students' English proficiency. Different teaching schedules and bilingual teaching proportions are adopted to ensure the quality of teaching according to students' aptitude. In the middle of class, on the one hand, different departments download relevant bilingual teaching network resources to the computer of the listening classroom in advance. According to the course arrangement, students are required to watch and learn the relevant videos of bilingual courses in the listening classroom of the school, and on the other hand, students are guided by teachers to organize bilingual course salons, through the broadcast of relevant films and competitions. Answer games, topic discussions and other ways to enhance the interest of bilingual courses and review and consolidate curriculum knowledge. In the post-class stage, we should establish incentive mechanism for students who study bilingual courses, such as adding "Excellent Performance Award for Bilingual Courses" or increasing the proportion of credits in bilingual courses.

3.2 Textbooks.

Textbooks can be roughly divided into paper textbooks and electronic textbooks. Regarding paper textbooks, we should insist on using the original English textbooks and refer to the bibliographies of famous foreign schools. The selection of textbooks should follow the three principles of timeliness, authority and practicability, taking into account students' acceptance ability; teachers can compile assistant manuals to ease students' difficulty, such as the terminology explanation to be mastered, the specific deduction process of theoretical formulas, the era background of the theory's birth and the specific cases of its application; and excellent teachers with overseas backgrounds should be encouraged to combine with our country. Actually, we should cooperate independently in compiling English textbooks suitable for the actual level of our teachers and students. Regarding electronic textbooks, we should focus on the use of electronic courseware attached to foreign textbooks, according to specific teaching content and students' acceptance ability, to delete and improve. Meanwhile, we should upload courseware in advance to facilitate students to preview and review, consolidate and give full play to the role of network teaching platform. Not only can teachers take the hot topics at home and abroad as topics and lead students to discuss and analyze freely in the discussion area, but also the University Foreign Language Resources Department can upload some excellent bilingual teaching videos and electronic versions of foreign classical academic works from time to time to provide more abundant learning resources for students.

3.3 Course System.

Regarding offline courses, first of all, we should choose appropriate courses to offer bilingual teaching. Some courses which are difficult to teach in Chinese, such as financial engineering and econometrics, are not suitable for bilingual teaching. However, some courses with higher degree of internationalization, such as futures and options, asset pricing, fund investment and so on, can achieve better results by using bilingual teaching. Secondly, the curriculum arrangement should focus on continuity and coherence. Continuity means that bilingual courses need to be taught throughout the university. The difficulty of bilingual teaching content increases accordingly with the increase of grade. Coherence refers to arranging the order according to the relationship between courses. For example, international finance should be opened before international economics. Regarding online courses, more bilingual MOOC courses should be added to the course selection of elective courses, and the course sharing among universities should be strengthened. The course providers are not limited to our university, and students should be encouraged to have more contact with and experience of bilingual courses in major universities.

3.4 Teaching Methods.

According to traditional classroom teaching, we should pay attention to interactive teaching,

increase the proportion of case teaching, and flexibly change the teaching methods according to the teaching content. For course knowledge, the first teacher can use a large proportion of Chinese to give lectures, the second one enlarges the proportion of English to lead students to retell and review. During this period, students are randomly selected to ask questions, arrange in-class exercises, and walk around the classroom, observe the students' mastery, answer questions, solve puzzles, check omissions and fill gaps. For current hot spots, groups can be arranged to use the knowledge learned. After the analysis of the hot events, a presentation is given, which requires one person to come on stage and tell the story in full English with the help of PowerPoint. In order to avoid the phenomenon of hitchhiking, a question-answering link is set up to be answered by other team members. Finally, the teacher makes comments and supplements to improve students' abilities in knowledge use, language expression and team work. According to practical classroom teaching, simulated practical teaching is carried out in the financial laboratory. We simulate the real scene of financial market (such as stock trading, securities trading, etc.), conduct financial teaching and simulated trading experiments, and exercise students' financial analysis ability under various online financial experimental systems.

3.5 Assessment and Evaluation System.

Assessment and evaluation system is a corresponding index system formed from the first four dimensions in order to achieve the goal of bilingual teaching of finance. According to the classification of assessment time, the assessment methods are as follows:

Pre-class assessment. Firstly, target location. In view of the assessment of professional knowledge and foreign language competence objectives, questionnaires can be sent out on the network teaching platform before class. Teachers and students are required to evaluate and make suggestions on the feasibility of the objectives according to their own conditions. At the same time, experts and scholars are invited to make objective comments. Finally, problems are summarized and revised and adjusted by the corresponding departments. Secondly, teachers from the main perspective. According to their academic qualifications, papers published, professional certificates to assess their professional knowledge level; according to their foreign language certificates, overseas background, foreign language communication ability to assess foreign language ability. Thirdly, according to their current professional title, teaching experience, award-winning situation of teachers, students' evaluation over the years to assess their teaching ability. Fourthly, paper-based teaching materials in the construction of teaching materials. According to the author's position and authority in academia, the social recognition of content, whether books are widely used as teaching materials by universities to assess their authority; according to the cycle of updating the version of teaching materials and whether the selected version is the latest version to assess its timeliness. Fifthly, curriculum system. According to the students' acceptance ability and whether they are obviously influenced by the international background, the degree of specialization and internationalization can be judged, and the rationality and feasibility of curriculum selection can be assessed. The continuity and coherence of curriculum distribution can be assessed according to whether the curriculum distribution runs through the whole undergraduate period and the sequence of curriculum arrangement.

Throughout the course. Firstly, students from the perspective of subject. Through in-class tests, mid-term and final examinations, extracurricular papers and classroom questions and answers, students' mastery of basic professional knowledge is tested; through case studies, presentations and simulated market practice, students' ability to use their professional knowledge flexibly to solve problems is tested; and their foreign language proficiency is assessed by CET-4 and CET-6 scores, classroom English expression and foreign language communication skills. Through many questionnaires to understand the deepening process of students' understanding of bilingual teaching. According to the pre-class, in-class and after-class students' performance to comprehensive assessment. Secondly, electronic courseware of textbook construction. Whether the knowledge framework and knowledge points of the electronic courseware are consistent with the textbooks, whether the electronic courseware is integrated with the reality in the whole course of the course,

including the hot spots of current affairs. Thirdly, teaching methods. Regarding traditional teaching, the proportion of bilingual use can be judged according to the difficulty of knowledge points. The interaction between teachers and students and the overall classroom atmosphere can be assessed by attending classes in class. Regarding simulated practical teaching, the bilingual mastery and participation of students can be assessed by observing students' performance, activity and the quality of task completion. we should correct and adjust the teaching methods on time in according to the school's opinions and students' feedback.

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