

Thinking of Bilingual Teaching in Western Economics Course

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Abstract

Bilingual teaching is an important way of teaching innovation. This thesis analyses the necessity of bilingual teaching on Western Economics course, explores its teaching objective and puts forward specific measures.

Keywords: Bilingual Teaching; Western Economics; Necessity; Teaching Objective; Measure

In order to implement the spirit of the 4th document in 2001—“bilingual education should be advanced positively among the course of undergraduate teaching” which was put forward by the Ministry of Education in China, promoting and speeding up the international trail connection between higher education in China and the other countries, raising high quality multi-skill talented person who has the international vision, the international thinking mode and can directly conduct the scholarly research and foreign exchange using foreign language, many universities choose bilingual education as an important content of educational reform. So-called bilingual education, according to Longman Applied linguistics Dictionary of English, its explanation is “the use of a second or foreign language in school for the teaching of content subjects”. Namely teachers use a second language or foreign language in the school carries on various disciplines. Speaking of higher education in China, it means to use a second language (mainly referring to English) carrying on specialized discipline teaching besides foreign language class, helping students to obtain specialized knowledge expressed by foreign language in the related professional field. Along with the economical globalization unceasing advancement, the social demand of this aspect ability talented person increases day by day. As one kind of innovation educational model, bilingual education will become the important trend of development in institutions of higher learning in the future.

THE NECESSITY OF BILINGUAL EDUCATION IN THE COURSE OF “WESTERN ECONOMICS”

Understanding the theory of Western Economics well

“Western Economics” is a kind of discipline which carries on resources disposition under the scarce condition. Along with the market economy system establishment and the consummation in China, its doctrine status is more and more prominent. At present, it has become the necessary specialized fundamental course in economy management class specialty in many universities. As a kind of imported product, both the principle and the frame of “Western Economics” origin from the West market economy country. The principle of economics taught by the domestic university is the revision translated from the overseas work. As a result of the different cultural context, the different thinking mode and the translator’s different values, some translations were incompletely consistent with the original text expression, even sometimes were bend translated, which will have the adverse effect to student to grasp and apply economics principle. Therefore, it is necessary with the aid of the bilingual education to help students understand the original works through thought angle of English, carefully examining the suitable condition and the limitation of various principles and thus grasping the essence of economics.

Understanding the advanced development of economics in time

“Western Economics” mainly analyses the principles and the laws of market economy condition.

As a result of the Western country market system growth, the market system is quite mature and perfect. Many advanced knowledge and the newest application starts in the West. In order to understand the newest tendency of this discipline and grasp the new knowledge and new theory of economics, students must have the ability of consulting foreign language material, reading specialized foreign language books and periodicals and carrying on specialized exchange by foreign language. It is an effective way to gain this ability through bilingual education.

Sharpening the English application ability of students

For a long time, we pay more attention on grammar and ignoring the application of English, which consequence is as the following: Students spend massive time and energy in English study, but cannot read the original edition actually, cannot understand the foreign language, let alone communication with English. It is extremely common of the phenomenon of “mute English” or “deaf English”. Along with economic reform unceasingly development, international communication and cooperation in the economical domain increases day by day, the requests of communication ability by foreign language of students becomes higher and higher. Bilingual education in “Western Economics” may urge students take their specialized knowledge as carrier , developing English learning environment and path, grasping more topical glossaries English expression. Students can use English communicate with foreign scholars on their discipline, sharpen English synthesis application ability and truly display the function of English study.

THE GOAL OF BILINGUAL EDUCATION IN THE COURSE OF “WESTERN ECONOMICS”

Through exploration and practice of bilingual education in the course of “Western Economics” in several years, the educational world basically achieves the mutual recognition to the goal. Namely in the foundation of guarantee grasping specialized knowledge, it sharpens students’ English application ability and their synthesis quality, enables students change thought between mother tongue English freely. Therefore, the main emphasis of bilingual education should fall on the specialized knowledge study. English is merely the essential tool of specialization study. As the curriculum of “Western Economics” as concern, its teaching goal should establish as the following: Through bilingual education, let students be familiar with technical expression of economics and grasp the English expression way and the connotation of basic principle. Students can explain and analysis economic phenomena using the principle of economics. Simultaneously English teaching is positively used, and its function is not only to enable students read specialized knowledge and English literature, but also can use English to carry on oral and writing communication.

THE MEASURE OF BILINGUAL EDUCATION IN THE COURSE OF “WESTERN ECONOMICS”

Using suitable educational model

There are three kinds of educational model of bilingual education: The first model is seepage, which means the course is generally taught by mother tongue suitably seeps English; The second model is conformity, which means combining Chinese and English together, using both language in turn; The third model is immersion, which means the course is totally taught with English. Actually which kind of model is adopted depends on the student characteristic and the curriculum nature concrete analysis.

As a discipline basic course, “Western Economics” is usually opened in Grade one or Grade two. During this period, students do not participate in band 4 or band 6 English tests yet. Their English degree is good and evil intermingled. They do not have the corresponding discipline background knowledge and the specialized knowledge and lack of independent learning capability. While “Western Economics” is strong theoretical, its principle is abstract and has lots

of analysis model. It is difficult for students to learn even if there is no language barrier. In view of the above reason, the initial stage of bilingual education of this curriculum should choose seep and conformity model primarily. Through a period of adaptation and enhancement, teacher can gradually transit to teach with English primarily, and at last uses English to teach completely.

Choosing appropriate teaching material

Teaching material is the carrier of teaching content. Appropriate teaching material is the essential condition of bilingual education implementation. According to the rule of Ministry of Education, bilingual teaching material should be original material, which can let students realize original foreign expression way. According to the goal of bilingual education in the course of “Western Economics”, the following principles should be obeyed when choosing original material: The first is it must be able to reflect the newest achievement and progress of economics, the content must be able to combine theory and practice together and explain the profound in simple, spirited, readable language; The second is that the teaching assistant reference must be abundant, which can be advantageous for teacher and students; The third is that the difficulty is moderate and there are not many uncommon English glossary in order to guarantee the majority students have no barrier to read; The fourth is that the author should be the authoritative economist.

In recent years, we introduce many “Western Economics” original materials which has certain influence in the world, such as “Economics” written by Samuelson, Stiglitz, Mankiw etc; “Microeconomics” written by Pindyck, “Economics Introduction” written by Lieberman and so on. Some materials belong to the basic reading material, abundant and elegant, easy to understand, which can be chosen as main reference teaching material for non-economics specialized students. Some materials have rich contents and rigorous structure and enough theory depth, which suit for economic specialized students to use. Universities should choose suitable materials according to their need and situation.

Arranging content and teaching progress reasonably

Course content establishment and teaching progress arrangement of bilingual education have important influence to teaching effect. The content of “Western Economics” of original materials is usually very abundant, so it is unable to finish the complete content in the planning class hour. This requests bilingual teacher must arrange course content reasonably. According to teaching goal, teacher should and choose teaching material content in line with “the fewer but better”, carry on reasonable conformity. Teacher should teach key concept, key principle carefully and deeply, and leave the other contents for students to study independently. Meanwhile in the teaching process, the speed of reading and comprehension of students is slow. Sometimes in order to cause students better understanding specialized knowledge, teacher generally uses Chinese to explain after English explanation, which inevitably slow down teaching progress. In order to guarantee teaching plan to be completed, teacher should arrange students to prepare course before class, which can enhance class efficiency effectively.

Raising teaching team qualified for bilingual education

Teacher is the designer, the organizer and the performer of bilingual education. The quality of teacher decides success or failure of bilingual education. The request for bilingual teacher is extremely high. Bilingual teacher not only must have specialized knowledge, but also must have high English read-write ability. Teacher can use English to analyze specialized knowledge and be familiar with education rule and teaching art.

Universities have big difference on bilingual faculties of “Western Economics”. Some famous

comprehensive universities and historical finance and economics colleges and universities have abundant qualified teachers. Most of their teachers have experience of studying abroad and thus can satisfy the request of developing bilingual education. But the majority of specialized teachers of the newly colleges and universities lack of teaching language training. They are unable to control teaching process with English, which results in “undertakes a thankless task”. This ending will affect the enthusiasm to open bilingual education. Therefore, it is urgent to raise teaching team which can be competent the bilingual education. We should strengthen to existing teachers’ training, select outstanding teacher to participate in the further education of foreign language or abroad study; introduce foreign expert or talent positively; formulate perfect drive mechanism of bilingual education, transfer the enthusiasm of teacher to develop bilingual education.

Improving instruction method and enhancing study efficiency

The content of “Western Economics” is very rich, its system is numerous and disorderly. In the traditional Chinese classroom instruction, it is mainly taught by teacher primarily. Teaching stresses knowledge system systematic characteristic as well as the principle inferential reasoning process, which is helpful for students to ram foundation. But in bilingual education, if continues to use this teaching method, it possibly can affect accept ability of students to a great extent. Students may feel difficult to understand so many principles and lose interests to study this course. So teacher should improve teaching method, stimulate student’s study interest, enhance students’ study enthusiasm and study efficiency and finally realize bilingual education goal.

Guiding students to ponder positively through classroom inquiry

Classroom inquiry is one kind of methods of transfer students’ thought and strengthen interact of teachers and students. Bilingual education of “Western Economics” must hold students’ attention, let students follow the rhythm of teachers’. Otherwise it is unable to guarantee to realize teaching goal. Therefore, teacher may design questions ahead of time, alternates throwing in teaching for students, causing students’ thought to be at the emotional state throughout and ponder positively along with teacher’s explanation. The inquiry content may be terminology explanation, principle expression, also may be explanation or appraisal to the economic phenomena.

Stimulating students’ interests through case study

“Western Economics” not only is a theory discipline, but also has close relation with practice. Case study can help students understand economic theory better, stimulate their interest. Although original materials have lots of case, their background is different from our countries, which easily causes students confusion. So teacher should collect and collate case occurring in our country, for example, national limit on grain price, electrovalence at present and so on.

Exercising students’ English expression ability through “presentation”

“Presentation” is a teaching method which is most often used in the Western country university. In this method, teacher usually assigns a subject before class. Students search material, analyze material, and form their own view before class. In the class, students should demonstrate their viewpoint in the presence of everyone with 10--15 minute. This method can train ability of analyzing and solving problem and let them participate class at maximum limit. Teacher can organize presentation after each principle finished during bilingual education of “Western Economics”. This is extremely beneficial to improve students’ English expression ability, simultaneously is also helpful to enhancement their thought coherence.

Enhancing teaching effect through modern information technology

Firstly, teacher can make multimedia course wares according to original materials. The multimedia

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course wares can transform complex economic model into direct-viewing vivid multimedia demonstration, which is able to save blackboard writing time and increase classroom information content. Meanwhile it can deepen students to understand the principle and enhance their interest. Secondly, with the aid of the campus net, the curriculum of instruction, courseware, exercise, case material and so on of “Western Economics” could be opened to students. Teacher can issue prepare requests, homework and carry on instruction through network. Internet can expand teaching space and alleviate the contradiction of insufficient of bilingual education class hour.

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