

# Exploration and Practice on Teaching Reform of Bilingual Courses in Finance

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**Abstract.** In the bilingual teaching model of Chinese universities, the classroom teaching reform of financial courses seeks to integrate immersive education on the premise of meeting the requirements of the Ministry of Education to improve students' bilingual professional abilities and comprehensively evaluate student performance. However, the teaching reform of financial bilingual courses is also facing unprecedented development difficulties. Therefore, the article combines the actual classroom situation and the specific regulations of the Ministry of Education, sums up the experience and puts forward suggestions. The immersive teaching model inspires us: i) Cultivating students' learning ability and professional quality level is the core of education; ii) It is necessary to improve the practicality of bilingual courses; iii) Strengthen pre-service training for bilingual teachers is crucial.

**Keywords:** Financial Courses; Bilingual Courses; Immersion Teaching.

## 1. Introduction

With the rapid growth of economic globalization and the 'One Belt, One Road' economic and trade cooperation, bilingual teaching has become a main trend for contemporary higher education. As a popular subject in applied courses, financial courses have accumulated some experience in bilingual education. However, combined with the current status of college education, there are still specific problems with bilingual financial-related course teaching, which hinders its further development. It is urgent and necessary to carry out bilingual teaching, which assists students in further deepening their mastery of professional knowledge, helps improve their foreign language communication skills, and supports in-depth professional knowledge learning. According to the characteristics of financial disciplines, actively and effectively carrying out financial bilingual courses is the only way to cultivate talents that meet the needs of the current era through improving students' practical and application abilities.

## 2. The Necessity of Curriculum Reform for Bilingual Teaching in Finance Courses

### (1) Advantages of textbook selection

Majority of financial textbooks are translated from foreign language textbooks, so bilingual finance courses provide students with the opportunities to explore the original foreign language textbooks. Using original foreign language textbooks enables students to deeply understand the formation of financial markets and the theories in the financial markets (Zheng and Chen, 2017). Due to inaccurate translation, lack of background knowledge of finance by translators, and outdated translated versions, it is not accurate to show the contents of some original versions to students. In the first step for students to access professional knowledge, teaching materials play a particularly important role in professional knowledge learning. An excellent textbook holds several essential elements. First, the accuracy of professional knowledge is essential. Using original textbooks can avoid a series of



problems caused by inaccurate translations. Second, the original finance-related textbooks are systematic and coherent, which is conducive to students' independent and in-depth study (Zhang and Hui, 2018). There are more materials to choose from in terms of breadth and depth. Third, the teaching materials in the original version trigger readers' interest. Starting from considerations of translation efficiency, the translated textbooks focus on grasping substantive and informative content. Adopting original textbooks for finance courses, especially for undergraduate students, has an outstanding inspiration.

#### (2) Career development of finance students

Most of the career development of financial students is concentrated in highly practical positions, such as banks, fund companies, securities companies, etc. With the development of global economic integration and the 'Belt and Road' Initiative, professional foreign language proficiency usage is not only a recruitment requirement for the majority of excellent jobs, but also a necessary quality for foreign-related work. Moreover, *Chartered Financial Analyst (CFA)*, the most valuable certificate in financial majors, also requires strong professional English ability. The financial bilingual courses have great significance and boost students' ability to obtain the CFA certificate at the undergraduate level.

#### (3) Further study of finance students

With society's development, and the gradual improvement of material and spiritual living standards currently, more than eighty percentage of Chinese undergraduates majoring in finance are willing to pursue further studies, and the rate of postgraduate education in top universities undergraduates exceeds fifty percentage. Bilingual study at the undergraduate stage lays a solid foundation for writing foreign language papers, participating in international conferences and communicating with foreign professors at the postgraduate stage. Therefore, in the long run, financial bilingual courses are of great benefit to the development of financial students.

### **3. Main Problems in the Finance Bilingual Course Situation at Current Stage**

#### (1) Monotonous teaching mode

At present, financial bilingual courses are still dominated by traditional teaching methods, but the traditional teaching process is not beneficial to the cultivation of students' autonomy, expressive ability, analytical ability, and self-learning ability. Moreover, the monotonous teaching mode is not easy to stimulate students' interest in learning, and the design of course content is too single (Li, 2021). Immersion education is the effect pursued by the rich education model.

#### (2) Low student engagement

First, low student engagement greatly reduces learning efficiency. Learning interest is the driving force behind students' learning and the source of students' autonomy. Bilingual courses are relatively difficult for students with low English application ability, which will dampen their self-confidence and reduce their learning motivation. Second, low student engagement results in poor learning outcomes. Especially in the study of bilingual courses, interaction and initiative are the correct attitudes to enter the state and master knowledge rapidly. Improving student participation in the classroom is one of the most efficient ways to achieve immersive education.

#### (3) foreign language levels of Chinese students vary greatly

The difference in foreign language proficiency levels among students in the same class makes teaching preparation difficult. It is not applicable for a teaching plan to meet all the needs of students with insufficient basic knowledge. In this case, it generally makes students have feelings such as being unconfident to step in, study interest decline, and learning content tough to digest. But other students think that the content is too thin and it is not difficult to satisfy their enthusiastic desire to learn. Therefore, the diversity of student groups is also an important factor that reduces the teaching effectiveness of financial bilingual courses.

#### **4. Approaches to Reform Bilingual Courses in Finance**

##### **(1) Innovative teaching method**

First, teachers should actively explore the communication characteristics, and unique advantages of new media technology in bilingual courses, actively change traditional teaching concepts and single teaching models, and strengthen their comprehensive teaching theoretical quality. While strengthening the teaching of financial bilingual courses for students, it is crucial to guide to promote a more comprehensive and complete classroom model of financial bilingual courses (Wu, 2017). Teachers match their teaching content and format with the diverse needs of students to promote the healthy physical and mental development of college students. Second, it is also important in bilingual classroom teaching to improve the interaction with students to avoid the teacher-based model from beginning to end and adopt a variety of teaching methods to increase the deep participation of students. The immersive education model is a way to innovate the bilingual teaching model for finance.

##### **(2) Enrich inclusive teaching strategies**

To improve student participation, teachers use diverse teaching methods to provide students with opportunities to participate. A variety of activities are carried out to stimulate students' interest in learning. For example, carry out multimedia teaching, use VR technology to boost teaching activities and so on. So that students release their thinking and let them participate more actively in classroom activities (Ma and Chen, 2017). To allow students to participate in classroom activities in varying interesting ways, teachers can use a variety of different teaching forms, such as conducting group discussions to develop each other's creativity and thinking, using multimedia teaching, using virtual reality technology and so on. To make the teaching process lively, sometimes game-based teaching is also carried out to allow students to learn in a relaxed and pleasant atmosphere. In short, to improve student participation, teachers should establish good communication, innovate teaching forms, provide more opportunities for students to participate, and stimulate students' enthusiasm for learning (Lin and He, 2019). Therefore, it obtains better learning results. Encouraging student participation is the main direction of school teaching development and the focus of future education reform. It helps students get an immersive education experience.

##### **(3) Strengthen students' capacity in foreign language learning**

It is recommended to add professional English learning to the English learning of undergraduate freshman students, especially to test the students' mastery of some financial professional vocabulary, which is conducive to the development of financial bilingual courses in the third-year courses in China higher education system. At the same time, students should be stimulated to learn professional English, insist on listening to English lectures, and cultivate professional English papers (Ma, 2014).

#### **5. Conclusion**

Financial bilingual courses have huge development potential in Chinese universities. Its status and role in the talent training model will also be continuously strengthened as the education and teaching reform of our school continues to deepen. Based on peer teachers' mutual learning and exchanges, it lays the foundation for China and foreign exchanges, provides solid support for the cultivation of international financial professionals, meanwhile promotes the rapid development of China's higher education.

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