

# Research on Bilingual Teaching Reform of International Marketing Course in Colleges and Universities

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**Abstract:** This paper aims to analyze the current situation of bilingual teaching of International Marketing in colleges and universities, and explore the existing problems. First of all, from the teaching method, teaching content and the level of college students three aspects, in-depth analysis of the current situation of bilingual teaching. Secondly, in view of the existing problems, this paper puts forward some strategies such as reforming teaching methods, reconstructing teaching contents and innovating evaluation methods, so as to improve the effectiveness of bilingual teaching of International Marketing and build a new normal of bilingual teaching of International Marketing in colleges and universities.

**Key words:** College curriculum; International marketing; Bilingual teaching; Reform exploration

## 1. Current Bilingual Teaching Status of International Marketing in Colleges and Universities

### 1.1 The Content of the Original Textbook is Divorced from the Market

#### Development

At the present stage, the textbooks for International Marketing for Business English majors are mainly divided into three categories: original English textbooks, domestic bilingual textbooks, and Chinese translation textbooks. They either completely copy the learning habits of foreign knowledge or conform to the cognitive habits of Chinese scholars. There are problems such as old use cases, confusing logic, and excessively complicated content. They are not suitable for business English majors in our country. Taking the original English textbook International Marketing as an example, the textbook contains a large amount of detailed analysis of the macro environment of international marketing, so it is impossible to teach all the contents within a limited class time, or the teaching process is swallowed up to catch up with the schedule. Students lack the time for in-depth thinking and practical exploration of many theoretical knowledge and marketing laws, resulting in poor teaching effect. In addition, the English textbook contains many key terms and concepts without corresponding Chinese explanations, which makes it difficult for students to read, understand and absorb knowledge.

At the same time, International Marketing is a subject centered on customer needs and closely combined with business life. Case teaching is a teaching method commonly used in this course, which can deepen students' understanding of relevant theories and cultivate students' ability of problem analysis and solution through case analysis, group discussion, situation deduction and other methods. The cases used in the original English textbook are mostly European and American countries, and corporate activities and brand marketing events are reviewed and analyzed from the perspective of American editors. Chinese students have limited understanding of European and American countries, lack cognition of the political, historical, economic and cultural backgrounds of different countries, and know little about relevant enterprises and corporate culture, so they cannot deepen their theoretical understanding through cases. Moreover, they are easy to produce self-judging standards. Some cases can not be used in our country, students are difficult to understand, and even produce wrong thinking, and can not provide effective reference for students' future work and practical problems.

### 1.2 The Unitary and Lacks Innovation of Bilingual Teaching Methods

In bilingual teaching, one-way filling teaching is a common situation, and some courses often change bilingual lessons into English-Chinese translation lessons, which seriously affects the teaching progress and teaching effect. In order to ensure the smooth implementation of bilingual teaching, teachers will make full preparations before classroom teaching, including translating the teaching content and elaborating the English for the course. This will not only bring convenience and guidance to teachers' teaching, but also limit the classroom to teachers' lesson plans and lecture scripts, which will lead to rigid teaching methods, lack of knowledge depth expansion, emotional freedom and fun interaction between teachers and students. As a result, the classroom becomes boring. As professional teachers, they should actively update their educational concepts, learn to use various advanced technologies and teaching methods, innovate classroom teaching methods according to professional characteristics and teaching objectives, take ability cultivation as the orientation, and enrich teaching content to improve students' comprehensive discipline literacy.

### 1.3 The Weakness of the Students' English Foundation

Students are the main body of the classroom, and their English level directly determines the implementation effect of the course. The overall English level of Chinese college students is relatively weak, and it is not feasible to adopt the all-English teaching mode. The overall English level of business English majors is slightly higher, but once they want to read the original English textbooks and learn professional knowledge in English, they will be able to learn English. The first reaction of many students is to shrink and shrink from the difficulty. If students' basic English level and psychological changes are not taken into account, blindly adopting bilingual teaching mode in the course of International Marketing will seriously discourage students' learning enthusiasm and limit students' understanding of professional knowledge and mastering professional skills. Students need to switch language thinking frequently between the two cultures to memorize and understand some professional terms in Chinese. Understanding the course content with English thinking will seriously affect the learning

effect, and finally show the consequences of students' professional English level not improving, nor mastering the professional knowledge and skills of international marketing.

## 2. Optimization Strategy of Bilingual Teaching of International Marketing for College Business English Majors

### 2.1 Build Bilingual Teaching Material Structure Based on Students' Business English Level

Bilingual teaching of International Marketing is based on bilingual textbooks. In order to avoid bilingual courses from becoming English translation courses, business English teachers in colleges and universities should take full account of students' English level and professional foundation, actively introduce and learn from high-quality textbooks at home and abroad, and highlight the advantages of foreign textbooks rich in materials, emphasis on practice, and domestic textbooks based on China's national conditions and convenient for practice. According to regional characteristics, school goals and students' conditions, they should organically combine the advantages of the two and independently edit the characteristic bilingual textbooks that meet the level and needs of business English majors in the university.

When compiling textbooks, teachers should pay attention to the following points: (1) Grasp the English difficulty level of textbooks, the depth of theoretical knowledge, the appropriateness and skill of case selection, and the frequency of updating frontier knowledge of disciplines, etc. For some too professional terms and theoretical knowledge that is difficult to understand, they can complement Chinese analysis and case analysis; Appropriately increase the proportion of practice cases, according to local characteristic industries and marketing conditions, appropriately introduce practical cases and set marketing tasks in professional knowledge teaching, so that students can experience the impact of marketing on the market and people's lives through independent practice and experience of marketing process and operation mechanism while learning theoretical knowledge and case analysis. To truly connect theoretical knowledge with practical life. (2) It is suggested that an excellent textbook compilation team should select responsible teachers with solid English writing ability, translation ability, reading ability and theoretical foundation to be responsible for the textbook framework design and content control, so as to ensure that bilingual textbooks meet the needs of students. (3) The compilation of bilingual textbooks should reasonably control the proportion of Chinese and English, and control the proportion of theory and practice according to the teaching content and requirements. Under normal circumstances, the first half of each chapter is divided into theoretical explanations. Teachers can set the ratio of Chinese and English as 1:1 or 3:2, with appropriate case studies to help students understand professional knowledge more comprehensively. In the later stage, marketing plan writing and thematic task assignment can appropriately increase the proportion of English, and exercise and improve students' comprehensive English application ability. (4) On the basis of compiling textbooks, prepare sufficient learning resources for students. On the basis of Chinese and English textbooks, add relevant Chinese and English literature, PPT and course resources to the course resource library, recommend international business English websites for students to encourage students to independently understand the latest changes and directions of the international business market.

### 2.2 Innovate the Bilingual Teaching Methods of International Marketing

The development of information technology has not only brought changes in market economy and talent demand, but also caused great changes in teaching methods. The concepts of internationalization, wisdom and digitalization of education have constantly impacted the traditional classroom teaching mode. The teaching concepts of colleges and universities are constantly innovating. Especially with the introduction of the implementation measures of "Building Golden Courses" by the Ministry of Education, colleges and universities have begun to deeply reform education and teaching, make full use of Internet resources and information technology means, innovate curriculum teaching system, and eliminate "water courses". As an international course, "International Marketing" will be quickly eliminated by the market if it still adopts the pure Chinese teaching mode, so it must actively change and implement bilingual teaching. With the advantages of the Internet, we can enhance the advantages of the course, cultivate a steady stream of bilingual and compound talents, and meet the needs of teaching reform in colleges and universities. In the Internet era, in terms of teaching method innovation, teachers should flexibly use multimedia technology, information platform and all kinds of learning software, Super star learning Master, and carry out interactive teaching with the help of its group chat function. The important and difficult points of bilingual teaching of International Marketing are designed as "trap" questions, requiring students to actively participate in answering them. According to the course progress, students should be appropriately organized to answer questions, online discussion, voting, random selection and so on. The active participation of students and frequent interaction between teachers and students have greatly enhanced students' enthusiasm for classroom participation, and their fear of bilingual teaching has gradually subsided. Teachers can also carry out thematic task-style teaching, with students as the main body, and require students to collect and sort out international marketing hot spots according to task requirements, make PPT, and analyze marketing types, methods adopted and results achieved. In class, group representatives will present bilingual presentations to students, other group members and teachers will ask questions and make comments in English, and group representatives will answer students' questions, so as to enhance students' sense of participation in class and further deepen students' understanding of relevant theoretical knowledge of international marketing in subsequent teaching. After the completion of classroom teaching, teachers also need to assign English material homework on hot international marketing issues, requiring students to answer them in English, testing students' language application ability, professional knowledge understanding, marketing problem analysis and solution ability.

### 2.3 Reform the Assessment Methods and Strengthen the Assessment Results

Compared with Marketing and College English, the course International Marketing has a strong international character. Its content is more complex, professional and difficult to learn. Bilingual teaching is more likely to stimulate students' interest in learning and their

enthusiasm to solve international marketing problems by using English. Students can not only master a solid theoretical knowledge of international marketing, but also have strong analytical judgment and problem solving skills. Combined with foreign political, social, economic, cultural, scientific and technological macro environment to explore important marketing problems, with reasonable evidence to use professional knowledge to express the problem analysis process and solutions, to train and improve students' expression ability, practical ability to meet the needs of modern economic and management courses construction. Teachers should actively change the original assessment methods, make use of the advantages of multimedia technology, change the assessment methods from the traditional paper test and the final examination to a diversified assessment method, flexibly use the oral examination, written examination, closed paper, group report, task-based project and other organizational assessment methods, and increase students' daily scores, learning performance, classroom performance, etc. Encourage students to actively express and participate in various activities in class. Teachers can also design some thinking questions, combined with specific marketing cases to exercise students' creative thinking and problem-solving ability, and encourage students to innovate. With the help of the Super Star Learning platform, teachers release in-class exercise tasks, design the important and difficult points of class teaching into question and answer questions, judgment questions, etc., requiring students to complete the answers within the prescribed time, timely check the students' answers, and examine the students' knowledge mastery. Teachers can also assign marketing homework, ask students to complete it in practice, record related videos and upload them to the platform, and other students and groups can evaluate them. Through diversified assessment methods, students' participation in class can be improved in many ways, their knowledge understanding and skills application ability can be deepened, and professional knowledge and English ability can be balanced. In terms of assessment methods, teachers can adopt diversified assessment forms, and the design of these assessment forms should be customized according to the course content and students' characteristics, so as to ensure that every student can participate in the assessment and give play to their own advantages.

### 3. Conclusion

To sum up, the course of International Marketing aims to cope with various opportunities and challenges brought by the development of globalization, cultivate a large number of compound bilingual talents through course construction, and solve the contradiction between supply and demand of talents in the market. Teachers should actively think about and analyze the existing problems in the bilingual teaching of "International Marketing" Business English, combine the latest teaching concepts and years of practical experience, and build a bilingual teaching material structure based on students' business English level; Innovate the bilingual teaching methods of International Marketing; Reform the assessment methods, strengthen the assessment results, improve the quality of bilingual teaching in various aspects, cultivate students' competitive advantages, improve the employment rate, and also contribute to the long-term development of students.

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