

Original Paper

Analysis of Problems and Countermeasures in Bilingual Teaching of Marketing Specialty

Wanling Feng¹

¹ School of Economics and Management, Xinyu University, Xinyu City, China

Received: November 9, 2021 Accepted: November 22, 2021 Online Published: December 1, 2021

doi:10.22158/jecs.v5n6p38

URL: <http://dx.doi.org/10.22158/jecs.v5n6p38>

Abstract

In the context of economic globalization, cultivating students' cross-cultural marketing ability is becoming more and more important; The implementation of bilingual teaching is an important way to cultivate and enhance this ability. In recent years, the rapid development of cross-border e-commerce and free trade zones has greatly increased the demand for bilingual marketing talents, which has promoted the rapid development of bilingual teaching of marketing specialty. From the perspective of international talent training, there are some problems in bilingual teaching of marketing specialty in Colleges and universities, such as textbook selection, teacher construction, students' English level, teaching quality, curriculum incentive and so on. Based on the author's five-year bilingual teaching experience of marketing specialty and the goal of international talent training, the bilingual teaching of marketing specialty can be improved from the following aspects: practicing the international educational concept.

Keywords

Marketing major, Bilingual teaching, Improvement strategy

1. Introduction

With the development of economic globalization, Chinese multinational corporations pay more and more attention to English ability when recruiting personnel. At the same time, if enterprises want to go global, they should also reserve international talents. The inevitable requirement of economic globalization (Dai, Jin-Mei, & Economics, 2019). With the continuous increase of international exchanges, it is an indisputable fact that English has become a common language in the world. High quality talents who not only master relevant professional knowledge but also skillfully use English have become an urgent need for the development of various industries. Although the national government vigorously promotes English teaching, the traditional education model can not successfully

unify professional teaching and English teaching. This reality determines that the current education model can not meet the needs of bilingual talents for the development of the industry. Bilingual teaching has become an inevitable choice for cultivating international talents from the goal of cultivating compound professionals with international competitiveness (Chen, Hui, & University, 2019).

2. An Overview of Bilingual Teaching

Bilingual Teaching refers to the ability to teach subjects in a school in a second or foreign language. M. Sigurn and M.F. Mackay (1989) believes that bilingual teaching takes two languages as teaching media. It is no longer like the traditional single professional teaching or language teaching (Guo-Jun, Zhang, & Jun, 2019), which simply completes the translation and basic information conversion between mother tongue and target language. Bilingual teaching, as defined in this paper, refers to the use of foreign language teaching materials in marketing professional courses, with proficiency in English. The teaching method of teaching professional content in two teaching languages of Chinese.

3. Development Status of Bilingual Courses for Marketing Majors

The main purpose of bilingual teaching in marketing major is to cultivate students' ability to use English to engage in marketing work, so that students can better integrate into the international business environment and adapt to the employment needs of foreign-funded enterprises and private enterprises with high English level. Due to the cutting-edge and practical characteristics of marketing discipline, "marketing" has become one of the first bilingual teaching courses vigorously promoted in Colleges and universities (Liu, Yu-Jia, Wang, et al., 2019). Many universities have set up bilingual courses in marketing and achieved good results. The "marketing" course of Shanghai Institute of foreign trade won one of the 100 bilingual teaching demonstration courses approved by the Ministry of education in 2008, and the "international marketing" of Shanxi University of Finance and economics Included in the 2010 bilingual teaching demonstration course. Therefore, more and more marketing majors in Colleges and universities have set up bilingual marketing courses represented by courses such as "principles of marketing", "sales management" and "international marketing".

It is found that the existing research on bilingual teaching includes the following aspects: first, the problems existing in bilingual teaching, including the unity and coordination of professional teaching and language teaching, the differences between bilingual teaching requirements and teachers' and students' levels, etc.; Second, the influencing factors of bilingual teaching effect, including student factors (such as English level, basic skills, learning attitude, etc.), textbook factors (such as original English version, Chinese translation, professional vocabulary, etc.), teaching factors (such as teaching English coverage, teaching methods, teacher level, etc.) on international business, financial accounting, logistics management, accounting Conduct special research on bilingual teaching mode, influencing factors and effects of western economics and other courses, and draw some useful conclusions (Liang,

2019); Fourth, bilingual teaching mode, such as Gao Jia's research on foreign bilingual teaching mode and Its Enlightenment to Chinese bilingual teaching, and Wang Jun's proposal of inquiry bilingual teaching mode is of great significance to improve the effect of bilingual teaching; Fifth, other relevant studies, such as Niu Li and Wang Yan's research on the construction strategy of students' positive emotions in bilingual teaching environment, pan Zhenliang's research on Teachers' responsibilities in bilingual teaching. Based on the above combing, the existing literature on Bilingual Teaching of marketing specialty is still relatively few, and the problems and improvement strategies in the process of bilingual teaching of marketing specialty need to be further explored.

4. Problems in Bilingual Teaching of Marketing Major

It can be seen from the current development of bilingual courses for marketing specialty in China that the bilingual courses for marketing specialty have many years of development experience and achieved certain achievements, and have great development potential in the future. However, from the perspective of international talent training, there are still many problems in the actual teaching process of bilingual courses for marketing majors.

4.1 Lack of Reasonably Arranged Textbooks

Taking the course of international marketing as an example (Gao & Mu, 2019), at present, the teaching materials available include international marketing and global marketing. The former is based on cross-cultural communication and emphasizes marketing issues under different cultural backgrounds. Cultural differences and differences in political, economic, legal and regulatory environments are the focus of the teaching materials; The latter is based on global marketing, and its content framework is basically the same as that of marketing, which only tells the content of marketing from a global perspective. These two versions of textbooks have their own advantages and disadvantages in the selection. Although the international marketing textbook helps students understand the impact of cultural differences on marketing practice, it is a great challenge for teachers; The reason is that there is a large space in the textbook to talk about cultural inheritance, geographical characteristics, legal system and other contents, which are unfamiliar to teachers with marketing professional background, which increases the teaching pressure of teachers. At the same time, students are easy to have questions about the relationship between these contents and marketing. The global marketing textbook is based on marketing and studies marketing from a global perspective. The content framework is basically the same as that of marketing; Although this is conducive to teachers' teaching, because the content and framework are the same as those of marketing, students are prone to the rebellious psychology of "repeated learning", have low initiative and enthusiasm in class, and are prone to skipping classes. Therefore, how to choose teaching materials is not only the primary problem encountered in the bilingual teaching process of marketing specialty, but also one of the problems perplexing the author to carry out bilingual teaching.

These original textbooks have relatively perfect theoretical system, pure language expression and rich case selection. In theory, they are the first choice of bilingual textbooks for marketing major. However, the length of these original textbooks is long, the language difficulty is a certain distance from the actual English level of undergraduate students, and most of the cases selected in the textbooks come from foreign enterprises, which are quite different from domestic enterprises in cultural background and values, so that students have some deviation in case analysis and understanding, and the practical guiding significance is not strong (Wang, Gao, & Shuo, 2019). There are also some bilingual teaching materials related to marketing courses in China, but these teaching materials are biased towards the introduction of basic theories, the content is empty, the cases are not rich enough, the content of the frontier of the discipline is less involved, and the drawings are not perfect. Therefore, in terms of the selection of bilingual teaching materials for marketing, it is difficult to find practical bilingual teaching materials that are not only in line with China's national conditions, but also reflect the frontier of the discipline, and have a relatively perfect knowledge system.

4.2 Weak Faculty

At present, there are not many teachers qualified for bilingual teaching in the marketing specialty of most colleges and universities. In addition, the promotion of bilingual teaching in many colleges and universities is still in the preliminary stage. Teachers do not have enough understanding of the concept of bilingual teaching, and there are defects in teaching methods and means. In the process of teaching, they simply teach professional courses in English, and do not pay attention to the penetration of English and professional knowledge. In this way, it is easy for students to misunderstand that bilingual teaching is the course of learning English, which can not well improve students' enthusiasm for Bilingual Teaching (Shao, 2019). In addition, most college teachers in China are still affected by the domestic traditional teaching mode, lack of training students' thinking mode and language application ability, and the knowledge learned by students from textbooks can not be really applied to international marketing business.

So that they can be competent for bilingual teaching of marketing in the teaching process. However, in reality, there is a lack of "double qualified" teachers. Some teachers often graduate from English major, lack sufficient understanding of marketing professional knowledge, and basically have no experience in marketing in relevant enterprises, which leads to paying attention to the explanation of language points rather than professional knowledge such as marketing channels. In depth explanation of price strategy, business promotion, public relations and other professional knowledge. There are also some teachers who graduated from business management or marketing and have a systematic grasp of marketing knowledge and business. Many teachers even have experience in relevant enterprises, but they have a weak grasp of English knowledge and are not competent to teach in English. The key to bilingual teaching lies in teachers. Therefore, selecting qualified bilingual teachers is the key to bilingual teaching.

4.3 The Students' English Level Needs to be Improved

At present, bilingual courses for marketing majors in Colleges and universities in China are generally offered simultaneously in sophomores and Chinese courses of “marketing”, and some colleges and universities are also offered in the first semester of junior year. The English level of students at this stage is uneven. Some students have passed CET-6, and a few students can't reach CET-4. However, from the teaching practice of bilingual classroom, even if students have certain reading ability, their oral English and listening level are generally low, which is not conducive to the teaching interaction and case discussion in bilingual classroom (Zhu, 2019; Yan, 2019). In addition, in the process of bilingual course teaching, students occupy a lot of time in the English professional terms of bilingual teaching materials, which weakens the understanding and mastery of professional theoretical knowledge. On the one hand, it affects the effect of bilingual teaching, on the other hand, it also weakens students' enthusiasm for bilingual learning, so that the training goal of bilingual teaching is difficult to achieve.

Through the questionnaire survey of 50 students in the bilingual class of marketing course taught by the author, 60% of the students with low English level believe that there are many professional terms and rare words in the original textbook, which increases the difficulty for students to understand professional knowledge; The other 40% of students with high English level also think that the original textbook is not as knowledgeable as the Chinese textbook, and the discussion of the textbook content is only a mere formality. In addition, for a long time, English Teaching in China focuses on exam oriented education and lacks the cultivation of language application ability and thinking mode. Bilingual teaching makes students understand and digest English knowledge in class on the one hand; On the other hand, we should digest professional knowledge, which will cause great trouble to students. For students with poor English foundation, it is not conducive to mastering professional knowledge. Due to the burden of language, the knowledge of bilingual students is far lower than that of Chinese students.

5. Marketing Major Bilingual Teaching Solutions

5.1 Use Appropriate Textbooks

In the bilingual teaching of marketing specialty, whether the selection of teaching materials is appropriate or not will have a very important impact on the teaching effect. Due to the strong practicality and rapid development of marketing discipline, the textbook system should be constantly updated to reflect the latest development of the discipline. Therefore, when selecting bilingual marketing textbooks, on the one hand, we should consider whether the contents of the textbooks reflect the theoretical frontier of the discipline, whether the length is consistent with the requirements of the syllabus, and whether the cases match the social culture; On the other hand, we should also take into account the actual English level of students. If the language is too difficult, students' reading enthusiasm will be greatly reduced, thus affecting the teaching effect (Liu, He, & Dai, 2021). In a word, the selection of bilingual teaching materials for marketing specialty should take into account the

professionalism, cutting-edge and the suitability of language difficulty. The important foundation of bilingual teaching is bilingual teaching materials, which is the core foreign language resources of bilingual curriculum resources. In the process of bilingual teaching practice, the choice of bilingual teaching materials should not only consider the opinions of the school, but also let the students choose the teaching materials themselves. Finally, the school should combine the professional characteristics, integrate the opinions of teachers and students, and scientifically and reasonably select the bilingual teaching materials suitable for students' English level from the actual situation of students. The available bilingual teaching materials can be divided into three categories: foreign original textbooks, textbooks compiled by domestic scholars and foreign original textbooks adapted by domestic scholars. These three kinds of textbooks have their own advantages and disadvantages: Although the original foreign textbooks are original English textbooks, the contents of the textbooks are scattered, poorly organized, the key points are not prominent, and it is difficult for teachers to prepare lessons and students to learn; The English textbooks compiled by domestic scholars are too "Chinese", and most of them have grammatical problems to varying degrees; The original foreign textbooks adapted by domestic scholars are prone to incomplete system and logical fracture. The author's practical experience in bilingual teaching shows that teachers need to comprehensively refer to multiple textbooks, and then summarize their teaching contents and ideas; The content selection should still follow the basic framework of marketing (i.e., environmental analysis + marketing strategy + marketing strategy), but should focus on the international and global background and emphasize the cultivation of influence ability in the cross-cultural background.

5.2 Strengthen the Construction of Teaching Staff

In the bilingual teaching of marketing specialty, the school should strengthen the construction of bilingual teachers, combine short-term training with long-term training, and pay attention to the reserve of bilingual teachers, so as to ensure the quality and effect of bilingual teaching. Firstly, colleges and universities should actively introduce high-quality bilingual talents from outside the school according to the actual needs of bilingual teaching of marketing specialty; Secondly, the school should strengthen the training of foreign language teaching ability of existing marketing professional teachers, and recruit more excellent professional teachers to join the marketing bilingual teaching team by means of bilingual teaching training classes, further study, overseas study and so on; Finally, we should strengthen the international exchange of bilingual teachers, improve the English language expression ability of bilingual teachers, understand foreign advanced educational ideas and teaching methods, improve the quality of bilingual teaching and improve the effect of bilingual teaching. Bilingual teaching needs compound teachers with strong subject knowledge and high English level. Without these high-quality bilingual teachers, we can't promote high-quality bilingual teaching. Before, the lack of qualified bilingual teaching teachers has become the bottleneck restricting the normal development of bilingual teaching in Colleges and universities. Many teachers have solid knowledge of subjects, but they lack the intersection and integration of subjects. Professional teachers engaged in marketing can

not fully master English.

Basic knowledge and communication skills of listening, speaking, reading and writing, as well as understanding the social culture, customs, taboos and customs of English speaking countries: word concepts and body language. Only in this way can we better avoid misunderstandings caused by cultural differences (Liu, Wang, Liu, et al., 2021). Bilingual teaching of marketing not only requires teachers to be proficient in English, but also master the knowledge of marketing theory and practice, which requires colleges and universities to strengthen the training of teachers. Teachers majoring in English can be sent to key universities to learn management knowledge such as enterprise management and marketing, and they are encouraged to obtain a master's or doctor's degree in management; Teachers majoring in marketing can also be sent to foreign universities to communicate and improve their English level. On the other hand, there are many in China. The English level of master students and doctoral students majoring in management in key universities is quite high. Therefore, when recruiting teachers, we should focus on recruiting excellent graduates from these universities, enrich the team of Tao teachers and improve the quality of bilingual teaching teachers in marketing.

5.3 Not Stick to a Textbook and Redraft the Teaching Content

The available bilingual teaching materials can be divided into three categories: foreign original textbooks, textbooks compiled by domestic scholars and foreign original textbooks adapted by domestic scholars. These three kinds of textbooks have their own advantages and disadvantages: Although the original foreign textbooks are original English textbooks, the contents of the textbooks are scattered, poorly organized, the key points are not prominent, and it is difficult for teachers to prepare lessons and students to learn; The English textbooks compiled by domestic scholars are too "Chinese", and most of them have grammatical problems to varying degrees; The original foreign textbooks adapted by domestic scholars are prone to incomplete system and logical fracture. The author's practical experience in bilingual teaching shows that teachers need to comprehensively refer to multiple textbooks, and then summarize their teaching contents and ideas; The content selection should still follow the basic framework of marketing (i.e., environmental analysis + marketing strategy + marketing strategy), but should focus on the international and global background and emphasize the cultivation of influence ability in the cross-cultural background (Gao, Li, & Liu, 2021). In the process of bilingual teaching practice, teachers should reasonably organize teaching plans and fully prepare lessons. First of all, we should mobilize students' initiative, try to improve students' learning interest from different angles, and formulate a teaching plan in line with the specific situation of marketing students. Then, according to the course content, student characteristics and bilingual teaching needs of the specialty, we can select appropriate teaching methods and means, adopt different teaching modes and combine a variety of teaching tools to assist bilingual teaching, through the scale effect, depth effect of communication, complementary effect of materials and creativity in design The configuration of content makes the teaching process lively and greatly promotes the interaction between teachers and students. Finally, the flexible use of various examination and examination forms to promote students to

study actively and pay attention to the effectiveness of bilingual teaching. Bilingual teaching is the organic integration of English language and professional knowledge.

5.4 Earnestly Practice the Concept of Educational Internationalization

Educational internationalization is not only the inevitable requirement of economic globalization, but also an important indicator to measure the running level of a university. Foreign first-class universities take the internationalization of education as an important means to improve the quality of running schools, and the internationalization of educational ideas is the core of educational internationalization. In the bilingual teaching of marketing specialty, practicing the concept of educational internationalization should not only stay at the surface of English teaching materials, English courseware and English teaching, but also be deeply reflected in the internationalization of educational objectives, talent training and quality evaluation system. At present, coursera, MOOC college and other open online courses are free to use all over the world, which undoubtedly brings a new revolution to the field of education. This is bound to pose a severe challenge to China's higher education and have a profound impact on bilingual teaching. Therefore, in the bilingual teaching process of marketing specialty, teachers must establish the sense of internationalization and openness, carry out teaching with international vision and global resources, and seriously practice the concept of educational internationalization.

6. Conclusion

In short, carrying out bilingual teaching in marketing can enable students to master professional knowledge and ability and improve their English level. More importantly, it is more important to introduce foreign advanced teaching ideas and teaching methods, which is the long-term goal of teaching reform in Colleges and universities in China. Marketing professionals with high foreign language level are favored, while the bilingual teaching of marketing in China has trained high-quality, compound and international marketing talents, which is suitable for the needs of enterprises. It is believed that with the increasing attention of the international community and colleges and universities, through the unremitting efforts of schools and teachers, China's marketing bilingual teaching will reach a new level in quality and quantity. With the rapid development of economic globalization, many enterprises actively explore overseas markets and vigorously develop cross-border e-commerce. Therefore, when recruiting marketing talents, they not only pay attention to students' marketing ability, but also require students to have a high professional English level, which provides broad development prospects for bilingual teaching of marketing. Bilingual teaching of marketing major is one of the important ways for students to improve their professional English level, and the improvement of its teaching quality is also the inevitable requirement of international talent training. However, the improvement of bilingual teaching quality is a gradual process. Only by earnestly practicing the international teaching concept and constantly innovating the bilingual teaching mode can we improve the quality of bilingual teaching and enhance the international competitiveness of marketing professionals.

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