



# Interactive Teaching in Bilingual Education of Independent Institute International Trade Department

## —Taking Nanjing Tech University Pujing Institute as an Instance

Xiaoxiao Ma

*Department of International Economic and Trade, Nanjing Tech University Pujing Institute, Nanjing 211100, Jiangsu, People's Republic of China*

### ABSTRACT

Nowadays, more and more independent institutes open bilingual courses in international trade department. This paper takes Nanjing Tech University Pujing Institute as an Instance, using questionnaire investigation and other research methods to carry out a better method in bilingual education, which is - interactive teaching style in bilingual education. This teaching style is welcomed by most of the students who have been researched in. This paper also gives out the specific interactive methods in and after the class.

**Keywords:** Interactive; Bilingual; Independent Institute; International trade department

### 1. Introduction

Interactive teaching style in bilingual education is based on heuristic education, and makes the professor-

directed class into students-involved class. In this process, both the professor and the students are the main part of the education. The students could communicate with the professor and with each other about their emotions, feelings, and also their thought, ideas. The core concept of interactive teaching style is to improve the enthusiasm and interests of the students, and make them positive, initiative to take the class. Finally, the students could both learn professional knowledge and improve their English.

Many of the International trade department of independent institute has short history, some

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First Author: Xiaoxiao Ma, Master, Lecturer of Department of International Trade, Nanjing Tech University Pujing Institute, research direction: International economic and trade.

Corresponding Author: Xiaoxiao Ma, Department of International Trade, Nanjing Tech University Pujing Institute, E-mail: [21428719@qq.com](mailto:21428719@qq.com)

professors do not have much experiences in bilingual teaching. Nonetheless, it's better that professors use bilingual teaching in many courses such as

“International trade practice”, “International business documents” and “International negotiation”... However part of the students don't like to take bilingual courses, as they don't understand the professor's words. The English level of the independent institutes' students is quite diverse, which makes the professor difficult to give a lecture. Interactive teaching style in bilingual education makes it possible that the students have the sense of participation and love to join the class.

## **2. Problems of bilingual education in independent institute international trade department**

### *2.1 Textbooks*

In the research, there are mainly three kinds of textbooks using in bilingual education. The first kind is English textbooks written by English-speaking authors. The second one is English textbooks written by Chinese authors. The third one is bilingual textbooks written by both English and Chinese. The students like the third kind of textbook most. However, not all the courses have bilingual textbooks written both by English and Chinese. The first kind is easy to find but it is not so suitable for independent institute students. It's hard for the students to understand. The second kind is easy to understand but sometime the English written in the book is just the translation of the Chinese book. The third kind is the most popular one in the students' minds because they could read the Chinese part if they don't understand the English part. It is not the best way to learn a language, while it's enough for students in independent institute.

### *2.2 Students' English level and learning attitude*

The students' English level is a big problem in the bilingual courses. 80% of the students passed TEM 4 test and 50% of the students passed TEM 6 test in the research of the Pujiang International trade students. 70% of the students think that the teacher in bilingual class should use Chinese frequently. If the teacher in a bilingual class speak only English, most of the students cannot follow the course.

98% of the students believe it's necessary for the international trade department to offer bilingual courses. 13% of the student say they don't like to choose bilingual courses. Only 4% of the students think bilingual course is useless in their future work. We can see from the results that students in independent institute realize the importance of bilingual education. Some students don't pay attention in the class just because they cannot understand what the professor is saying.

### *2.3 Teachers' ability*

In international trade department, most of the teacher's English is quite good. 82% of the students are satisfied with the English capability of the teacher. However, more than 30% of the students cannot understand what the teacher is saying. In the professional field, the professor has done a lot of research on the course but the students don't have so much time to do this as they have so many other course to take. Sometimes, the professor regard it as simple but the students cannot understand. There is a “gap” between the teacher and the students in the bilingual courses.

### *2.4 Teaching Method*

Traditional bilingual teaching method is lecture. The teacher stand before the class and give an impassioned speech. The students listen unconcernedly. About

65% of the students hope that the teacher could use interactive teaching in the bilingual class. In the open question, some students say they like to communicate with the professor and the classmates. They would like to take part in the class and speaking English in the class. Interactive teaching is a good teaching method, and it can play an important role in the bilingual education.

### **3. Specific interactive teaching method**

#### *3.1 In-class interactive teaching method*

In-class interactive is the important part of interactive education. In-class interactive is not teacher discuss with the students all the time. It's too difficult for students in independent institute and not efficient. In the class, the professor should adopt different teaching method according to the class content.

##### *3.1.1 Interactive case analysis*

Typical case discussing could let the teacher know whether the students understand a theory and whether they have the ability to use it. It is especially suitable for independent institutes' student. In the case analysis, the professor gives a question and the students could discuss with each other and show their opinions before the class. At that moment, the professor should give positive evaluation if the students answer is right. The inspiration of the teacher is very important to the students, and it could let the students take interests in the class. If the students' answer is not quite reasonable, the professor should give some guidance and encourage the students' speak out their opinion. In the time that the students making efforts to show their own opinions, the teacher could understand the students understanding of the professional knowledge and it's a good way for both the teacher and students to exchange knowledge, ideas and feelings.

##### *3.1.2 Games and competitions*

In the research paper, some of the students mentioned teacher should use game and competitions as a method to teach. When teaching some applicable knowledge in specific courses, using game and competitions could make the students impressive and understand the theory much deeper. For example, when teaching the knowledge of Game Theory, the teacher could let the students play the game of "The prisoners' dilemma". The students would be interested in the theory and understand the real meaning because it's their personal experience.

##### *3.1.3 Class Presentation*

Before the class the teacher could give some topics about the course and let the students do presentation in English before the class. After the presentation, the teacher could ask some questions about the topic and let the other students answer. It is a good way to practice the students English and to make the class much more active.

#### *3.2 After-class interactive teaching method*

##### *3.2.1 Prepare Class Presentation*

If the students should do presentation before class, they have to collect information about the topic. Some students could discuss their opinions with the team members or the teacher. During the discussion, the students could learn more knowledge and learn how to cooperate with the other students.

##### *3.2.2 Use Course-assist App*

After the class, the teacher should give the class some material and reflection questions about the course. Usually, we use QQ or Wechat. Recently, there are some good course-assist app such as "Ketang Pai" "Moso teach" etc...These app could help the teacher to organize the class and collect the answers of each students. It's a good way for interactive teaching.

#### **4. Interactive teaching's effect in bilingual education in independent institute international trade department**

##### *4.1 Stimulate students interest*

In the traditional bilingual class, most of the students cannot follow the professor so some of them play cell phones and some even sleep in the class. Interactive bilingual class could let the students take part in the class process. The students become the main part of the class, and they could be more interested in the class and finally the course objective will be achieved.

##### *4.2 Cultivate students' innovation ability and application ability*

In interactive bilingual teaching, the students should think a lot and the ability of innovation would be improved and motivated. Because the students should communicate with the others, they would have different opinions and use English to show their opinions. It's a good way to exercise their application ability of both English and professional knowledge.

##### *4.3 Cultivate the relationship between teachers and students and increase class cohesion*

As the teacher and the students communicate a lot in the interactive bilingual class, they become familiar with each other. In the traditional class, most professor cannot know the students learning condition. They don't have a way to know more about the students. Interactive teaching gives the professor a good method to communicate with the students about their opinions,

feelings and doubts. The teacher becomes much closer to the students and their relationship is like both friend and mentor.

In the college, most students in the same class even don't know each other quite well. In the interactive class, they play games and take part in the competition. The students become a dynamic and cohesive group. They know each other well and become united, supported and love to help each other.

In a word, the teacher is the leading and the students are the main body during the interactive bilingual education. Independent institutes should adopt this kind of teaching method in bilingual course. It could make the students much active in the class and improve both their application ability of English language and their professional knowledge.

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