

Study on the Problems and Countermeasures of Bilingual Teaching in Business Based on Translanguaging

-- A Case Study of Intercultural Business Communication (Bilingual) Course of a University

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Abstract: With economic globalization, economic and trade cooperation between countries and China has been strengthened, which poses a challenge to the cultivation of bilingual talents in business. However, there is a gap between the cultivation of bilingual talents in business and the market demand, and there are many problems. In recent years, "Translanguaging" has become a hot spot of linguistic research, which provides a new perspective for the reform of bilingual business teaching. In this paper, we investigate the cross-cultural business communication (bilingual) course in a university, find out the problems, and put forward reform suggestions from the perspective of translanguaging, including updating the teaching concept, reforming the assessment method, and improving the bilingual level of the students, etc. The purpose of this paper is to provide a new perspective for the bilingual business teaching in Chinese universities. It aims to provide new ideas for the bilingual teaching of business in Chinese universities and improve the quality and effect.

Keywords: Translanguaging; Business Majors; Bilingual Teaching; Problems and Countermeasures.

1. Introduction

In recent years, China's position in international trade has been increasing, and in order to cope with this change, China has been strengthening economic and trade cooperation with other countries. Due to the differences in language and culture, enterprises from different countries often encounter obstacles when conducting business transactions, and the cultivation of bilingual business talents has become the key to solving the problem [1]. Colleges and universities offer bilingual teaching in business is to cultivate internationalized composite talents who know both English and business. However, because bilingual teaching in business class involves several disciplines, such as English, there are management, economics, finance or law classes [2], teachers face many challenges and problems when teaching: teachers lack knowledge of international business language; teaching methods are single; and teaching concepts are outdated.

With the deepening of the academic understanding of bilingualism, the phenomenon of translanguaging first appeared in primary and secondary schools in Wales, U. K. In 2001, the concept of translanguaging was formally introduced by Colin Baker, which itself originated in classroom practice, and has been specifically utilized and promoted in the field of education alongside the development of theoretical translanguaging and has become the most prevalent form of application of translanguaging today [3]. According to Baker's theory, translanguaging refers to the ability of bilingual or multilingual speakers to move between languages, viewing the different languages that make up their repertoire as an integrated system [4]. This theory extends and enriches linguists' research and provides new research ideas and an important theoretical basis for further research on bilingualism.

Based on this, this paper starts from translanguaging and

researches on cross-cultural business communication (bilingual) course in a university to find out the problems of its teaching and put forward corresponding reform measures. The findings of this paper are of reference significance to the cultivation of business bilingual talents in other universities, and put forward some suggestions for the cultivation of business bilingual talents in other universities.

The main research question of this study is:

(1) What are the current problems in bilingual business teaching in China?

(2) What suggestions can be made for bilingual business teaching from a translanguaging perspective?

2. Research Methodology

In this study, a cross-cultural business communication (bilingual) classroom at a university was selected as the subject of the study and qualitatively analyzed to explore the current problems that exist in the teaching of this course, I collected and analyzed data in detail and in depth through regular interactions with participants during the research process [5] to examine the complexity and uniqueness of this case in the reality of actual teaching and learning process and to provide insights for similar cases. This study utilized a sequential mixed-method research approach with data collection spanning six months and a variety of data collected in stages, including classroom observations, semi-structured interviews with teachers, and segmented interviews with students. Thematic analysis was used to analyze the collected data for flexibility in organizing, identifying, reporting, and analyzing themes across different data types [6]. During the data analysis process, to ensure the objectivity and fairness of the study any identifiable information with participant information such as their name, the school class they were in, etc., was replaced with a newly named code.

3. Problems

3.1. Curriculum is too Old

The survey found that the current curriculum focuses too much on the teaching of theoretical knowledge, while the practical aspects are weak. The intercultural business communication program aims to cultivate students' second language practical application ability, not just theoretical knowledge. Foreign language thinking is the noble goal of foreign language teaching, which requires foreign language learners to have the same language communication skills as native speakers of the target language [7]. However, the current curriculum favors theoretical explanations and lacks practical exercises and real case studies. This makes it difficult for students to apply what they have learned in practice when facing actual business scenarios, resulting in poor learning results.

Secondly, the evaluation system relies too much on examination results. The current evaluation system is mainly based on final examination results, supplemented by usual results. This evaluation method easily leads to students focusing on scores and neglecting the cultivation of practical ability. The research results show that most of the students want to improve their foreign language proficiency and learn more about cross-cultural business communication in the classroom, not just to cope with the exam.

3.2. Students' Bilingualism Levels Vary

Language switching is a difficult task for students in a bilingual business program, such as: mind-switching; language fluency; contextual and pragmatic issues. Traditionally, we tend to view different languages as separate entities and learners need to switch between languages. In addition, there are many more difficult and longer terminologies in the content of business majors, which undoubtedly increases the difficulty for students to learn and communicate. The research found that some students have difficulty in keeping up with the teaching progress due to their low English proficiency, which leads to low classroom participation and poor learning effect. On the other hand, for students with higher English proficiency, a language course that is too basic may seem too simple to meet their learning needs. Therefore, how to teach students with different language levels in a hierarchical way has become a major challenge for bilingual teaching.

3.3. Insufficient Teachers

Another challenge to bilingual teaching is the issue of teacher strength. The existing bilingual teachers in China basically have not received specialized and systematic bilingual training, and most of them are still engaged in bilingual teaching out of voluntary nature [8]. They do not possess proficiency in the use of foreign languages, solid professional theories, open-mindedness and advanced teaching concepts [9]. The current ways to train bilingual teachers are: the English proficiency of business teachers or enriching the business knowledge of English teachers. This makes teachers' knowledge of bilingual teaching not systematic and specialized enough. These factors limit the effectiveness of bilingual teaching and affect students' learning experience.

4. Reform Measures

4.1. Change in Teaching Philosophy

Translanguaging, as a pedagogy, holds that teachers are the guides and resource providers of learning and should promote students' active participation and communication in language practice [10]. Teachers should focus on developing students' independent learning ability in bilingual teaching and encourage them to switch languages and adapt to different language environments. Therefore, teachers should change from the previous indoctrination teaching to inspirational and interactive teaching. The curriculum should pay more attention to practical operation and real business case studies, so that students can apply what they have learned in real business scenarios and improve their second language practical application ability. translanguaging emphasizes the full use of students' bilingual ability in bilingual teaching and is not only simple language switching [11]. Therefore, in the classroom, teachers can adopt flexible and multimodal teaching, for example, teachers can deepen students' understanding of cross-cultural business communication knowledge through situational simulation and group discussion. In the teaching process, teachers should avoid explaining overly theoretical content, but focus on the interaction with students to improve students' learning interest and learning efficiency.

Teaching evaluation under the vision of translanguaging should be a diversified and dynamic evaluation, which emphasizes not only students' language ability but also the cultivation of students' cooperation ability, innovation ability and critical thinking ability. In order to better reflect students' learning ability, we need to adopt more evaluation methods in the teaching process, such as adopting process evaluation and peer mutual evaluation.

4.2. Transforming Language Teaching Methods

Bilingualism and English language teaching should go hand in hand. The language level of students greatly affects the quality of teaching. In dealing with the relationship between bilingual teaching and foreign language subject teaching, we can learn from the successful experience of foreign countries: bilingual teaching and foreign language subject teaching co-exist and complement each other. In this way, foreign language teaching can solve the language problems that may arise in bilingual teaching and provide students with a more comprehensive language learning experience.

In the translanguaging perspective, language does not exist in isolation; it is interpenetrating and interacting. In the early stages of bilingualism, teachers do not necessarily have to teach in an all-English way, which is often difficult for students who are new to the subject. translanguaging emphasizes the flexibility and diversity of language, enabling learners to break down old boundaries and communicate and express themselves more effectively. This is the only way to achieve real language learning. Teachers should guide students to alternate bilingual input and output without deliberately emphasizing students' use of the classroom language and training them to think in a foreign language. This is a process of knowledge construction that utilizes language and goes beyond it, representing an effective way of communication because it emphasizes function more than form [10]. For proper nouns in business subjects, teachers can

explain them in the form of topics and emphasize the importance of accumulation. And for students with different language levels, tiered teaching is implemented so that the teaching content is more in line with the actual needs of students.

4.3. All-round Enhancement of Teachers

Universities can provide language learning resources for teachers and encourage them to continuously improve their language proficiency. Under the guidance of translanguaging, teachers need to have cross-cultural business knowledge, cross-language competence, and be able to understand and apply the characteristics and rules of different languages in order to realize the goal of transcending language boundaries. The core form of teaching is the simultaneous application of bilingualism and alternating input and output, the essence of which is the establishment of bilingual interconnections bridged by common meanings [12]. Colleges and universities should also actively encourage and support teachers to try new teaching methods. Teachers need to create new ways of expression and communication in classroom interactions, which are reflected in the subsequent curriculum and classroom lectures, and impart new ways of language learning to students. Establish a perfect incentive mechanism to improve the treatment and status of bilingual teachers and motivate them to engage in bilingual teaching [13].

In addition, foreign teachers can be introduced for bilingual teaching, who can provide students with an authentic language environment while teaching subject knowledge, which helps to improve students' language application ability. At the same time, Chinese bilingual teachers are encouraged to participate in international academic exchanges and international business exchanges to improve their own cross-cultural communication skills, so that they can be more skillful in bilingual business teaching.

5. Conclusion

Translanguaging provides a new perspective for solving the problems in the process of business bilingual teaching. The theory emphasizes that teaching should guide students to travel freely between the two languages, mobilize students' learning enthusiasm and initiative, help students to improve their language use ability, and enhance their cross-cultural communication ability. This is of great significance in promoting the cultivation of bilingual talents in Chinese business studies. In the specific practice process, teachers need to give full play to their leading role, and constantly

explore, research and summarize the mode suitable for the cultivation of business bilingual talents in Chinese universities, so as to meet the social demand for business bilingual talents.

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