

# Research on the Teaching Construction of Bilingual Course on Financial Fundamentals

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**Abstract:** This study aims to explore the construction of bilingual teaching in financial foundation courses, and the importance and significance of the study are clarified through the analysis of the background and purpose of the study, as well as the review of domestic and international studies. In the section of research contents and methods, the main research contents and adopted research methods are elaborated in detail, and the relevant working conditions, including the research working basis and experimental conditions, are emphasized. With regard to the current situation and problems in the teaching construction of the bilingual course of financial foundation, the survey and analysis of the current teaching situation reveals the existing problems, especially the challenges in the bilingual teaching process. In the next part of the research countermeasures, a series of solutions are proposed, including the optimization of curriculum design and teaching methods, the construction of the teaching team, the guidance of students' learning strategies, and the establishment of a teaching feedback system, etc., in an attempt to improve the effect of bilingual teaching.

**Keywords:** Financial foundation; Bilingual teaching; Teaching construction; Problems and countermeasures.

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## 1. Introduction

### 1.1. Background of the study

The research background of the construction of the bilingual financial foundation course mainly stems from the demand for talents in the financial industry under the trend of globalization, the promotion of the internationalization of education and the need for curriculum reform. With the development of global economic integration, international financial business has gradually become an important part of the economic development of various countries, and there is an increasing demand for financial talents with a certain level of English. At the same time, the rapid development of China's financial market, financial business innovation, the demand for financial personnel is also increasing. In order to adapt to this development trend, China's education department has reformed the curriculum and advocated the cultivation of talents with innovative spirit and practical ability. The bilingual curriculum construction of financial foundation is aimed at cultivating compound talents with international vision and cross-cultural communication ability for the financial industry, so as to meet the needs of the development of the financial industry.

### 1.2. Purpose and significance of the study

By realizing the close integration of financial professional knowledge and English communication ability, we cultivate compound talents with international vision and cross-cultural communication ability, so as to meet the huge demand for talents brought about by the rapid development of China's financial market and business innovation. Meanwhile, the construction of bilingual curriculum teaching helps to promote the internationalization of education, broaden students' international vision and improve their international competitiveness. In addition, it also helps to promote curriculum reform, make the curriculum more in line with the needs of economic globalization and social development, and enhance the status and influence of China's financial

education in the international arena.

## 2. Literature Review

### 2.1. Domestic and international research status

Domestic research on bilingual teaching mainly focuses on the preparation of teaching materials and teaching methods, course management and organization, and students' learning objectives and confusion. Researchers have focused on how to prepare suitable teaching materials for bilingual teaching, explore effective teaching methods, and promote bilingual teaching from the perspective of management. Meanwhile, researchers also focus on students' goal setting in the process of bilingual learning and the challenges they face in terms of language proficiency and professional knowledge goals.

Foreign research on bilingual teaching is relatively mature, focusing mainly on teaching models and evaluation systems as well as bilingual teaching models. Researchers have proposed a variety of bilingual teaching models, such as Structured Immersion and Two-way Immersion, and explored how to evaluate the effectiveness of bilingual teaching. At the same time, foreign researchers have also paid attention to how to combine the bilingual teaching model with the actual situation of different countries, and how to combine the bilingual teaching model with the education system of each country. These research results provide useful reference for bilingual teaching in China.

### 2.2. Literature review

Domestic research on bilingual teaching has already achieved certain results, exploring various aspects such as the preparation of teaching materials, teaching methods and course management. However, the existing researches have yet to go deeper in the following aspects: how to personalize teaching according to students' language background and needs, how to implement effective bilingual teaching in different subject areas, and how to combine bilingual teaching with students' comprehensive quality cultivation. In addition, the research on the evaluation system and teaching mode of

bilingual teaching still needs to be strengthened.

Foreign research on bilingual teaching is relatively mature and has been systematically explored in terms of teaching model, evaluation system and bilingual teaching mode. However, how to combine these mature teaching models with the education system of each country to adapt to the actual situation of different countries is still a matter of concern. In addition, the research on the role of teachers in bilingual teaching and how to improve the quality of bilingual teaching is also a direction that needs to be strengthened in the future.

In this paper, research will be conducted in the following aspects: firstly, for the reform of teaching methods, we will explore the effective teaching methods suitable for the bilingual teaching of financial fundamentals. Secondly, it will study how to establish the assessment system of financial foundation bilingual course from the evaluation of the course, besides, it will also study how to improve the professional quality and teaching ability of teachers from the construction of the teaching team in order to ensure the quality of bilingual teaching.

### **3. Content and Methodology of the Study**

#### **3.1. Main research content**

The research content of the teaching construction of financial foundation bilingual course mainly includes the reform of teaching methods, exploring effective teaching methods suitable for financial foundation bilingual teaching. Research on how to improve students' financial knowledge level and English proficiency through these teaching methods; conduct course evaluation and feedback, research on how to establish the evaluation system of financial foundation bilingual courses, including student evaluation, peer evaluation and other evaluation methods, and how to make continuous improvement of the courses based on the evaluation results; construction of the teaching team, pay attention to the selection, training and development of financial foundation bilingual teaching teachers. Research on how to improve teachers' professional quality and teaching ability to ensure the quality of bilingual teaching.

#### **3.2. Research methodology**

Literature research method: to understand the teaching status, research results and development trend of the bilingual course of financial foundation at home and abroad by reviewing relevant books, papers, reports and other literature.

Empirical investigation method: using questionnaires, interviews, observations and other methods to collect first-hand data in the teaching process and analyze the teaching effect and problems in the bilingual course of financial foundation.

#### **3.3. Relevant working conditions**

##### **3.3.1. Basis of research work**

In order to effectively teach the fundamentals of finance, teaching teams need to build a solid foundation of research work. First of all, it is necessary to build a team of teachers to ensure that they have rich experience in the field of finance and excellent teaching ability. Teachers should not only have achievements in academic research, but also have practical experience in the industry, be familiar with the development dynamics of the field of financial education at home and abroad, and master the relevant theoretical and practical

achievements, so as to provide strong support for the teaching construction of the bilingual course of financial fundamentals, so as to better combine theoretical knowledge with practical application. Second, it is also necessary to ensure the provision of adequate research resources, including libraries, databases, online journals and other academic literature. These resources can support faculty in conducting in-depth academic research in order to keep course content up-to-date and cutting-edge.

##### **3.3.2. Test condition**

The provision of appropriate experimental conditions in the teaching process of the bilingual course of financial fundamentals is mainly divided into the following aspects: first of all, it is necessary to have the teaching experimental conditions of the bilingual course of financial fundamentals, including the training room, teaching facilities, teaching material resources and so on. These conditions will provide a good foundation for the study, enabling the researchers to conduct actual teaching experiments and better understand the implementation process and effects of bilingual teaching. Secondly, the researcher needs to participate in the actual teaching of bilingual financial foundation courses to understand the difficulties and problems in the teaching process and provide empirical evidence for the research. By personally participating in the teaching, the researcher can have a more intuitive understanding of the actual effects of bilingual teaching, as well as the problems and challenges that may be encountered, so as to provide more realistic data and information for the study. Again, it is essential to communicate with teachers, students and industry experts in the bilingual financial foundation program to collect opinions and suggestions from different levels in order to improve the relevance and practicality of the study. This will not only help the researcher understand the current situation and problems of bilingual teaching more comprehensively, but also obtain more research ideas and methods through communication. In addition, it is necessary to ensure the investment of time and energy to ensure the quality and progress of the research on the teaching and construction of basic financial bilingual courses. The research needs to invest a lot of time and energy, and only by ensuring enough time for the research can we ensure the quality and progress of the research, so as to provide effective theoretical support for the teaching construction of basic financial bilingual courses.

### **4. Current Situation and Problems of the Teaching Construction of the Bilingual Course of Financial Fundamentals**

#### **4.1. Current status of bilingual teaching construction of financial foundation courses**

The results of the questionnaire survey and interviews with the teachers show that most of the respondents do not have experience in teaching bilingualism in financial foundation courses. Only a few respondents indicated that they had been involved in bilingual teaching, which suggests that bilingual teaching in specialized colleges and universities for financial foundation courses is still relatively uncommon in practice. Despite the existence of some respondents who support bilingual teaching, the overall support for the introduction of bilingual teaching in financial foundation courses is not high.

This may reflect the fact that students' and teachers' understanding and acceptance of bilingualism needs to be improved. In the survey, some respondents pointed out the need to further adjust and optimize the content of bilingual teaching in basic finance courses. This also includes the development of new bilingual teaching materials to better meet students' learning needs. Interviewees generally agreed that specialized institutions need to provide more teaching resources and support for bilingual teaching. This may include training teachers, providing guidance on bilingual teaching course design, and providing more learning aids.

Overall, the above findings indicate that there are still a number of deficiencies in the construction of bilingual teaching and learning in basic finance courses in specialized colleges and universities. However, the current international situation seems to suggest that bilingualism is a major trend, and a more systematic bilingualism strategy is urgently needed to address these issues.

## **4.2. Problems in the bilingual teaching process**

Lack of Teachers: At present, there is a scarcity of teachers with professional knowledge in both finance and English, which has become a major bottleneck in the promotion of bilingual teaching; Students' English level varies: There is a big gap between students' English level, which brings certain difficulties to the implementation of bilingual teaching. In order to ensure the teaching effect, it is necessary to teach at different levels and make corresponding teaching plans for students with different English levels; single teaching method and course assessment means: the teaching method and course assessment means of the financial foundation bilingual course are relatively single and lack of diversity. It is necessary to explore richer and more effective teaching methods and assessment means to improve the teaching quality; lack of course evaluation system: at present, the basic financial bilingual course has not yet formed a perfect evaluation system, which has brought about a certain impact on the improvement of teaching quality. A scientific and reasonable evaluation system needs to be established in order to effectively assess the teaching effect and provide a basis for the improvement of teaching quality.

## **5. Research on Countermeasures for Teaching and Learning of Bilingual Financial Fundamentals Courses**

### **5.1. Curriculum design and teaching methods**

#### **5.1.1. Diversified teaching methods**

Case study: introducing real financial cases, allowing students to understand financial concepts and apply English expression skills by analyzing practical problems; group discussion: organizing students to participate in group discussions, prompting them to work together in teams to solve financial problems, and improving collaboration and communication skills; field trip: arranging field trips to allow students to experience financial practices first-hand, while communicating in English; interactive teaching: utilizing interactive teaching platforms and online resources to provide multimedia and interactive learning content to increase students' sense of participation.

#### **5.1.2. Diversity of assessment tools**

Project Assignments: design project assignments with practical applications, requiring students to apply their

financial knowledge and express it in writing in English; Oral Presentations: students are required to give oral presentations to demonstrate their understanding of financial concepts and to improve their oral expression skills; Group Projects: arrange group projects, requiring students to work in teams to complete a practical financial project and report on it in English; Diversified Midterm and Final Examinations: divide the examinations into a number of segments, including the midterm exams, group project evaluations, individual assignments and so forth, so as to comprehensively assess the overall competence of the students.

## **5.2. Teacher development**

Teacher needs analysis needs to be conducted prior to building the teaching force to understand their needs and challenges in bilingual teaching. Professional training courses on bilingual teaching are designed to cover knowledge of the financial field and English teaching skills to ensure that teachers have the necessary bilingual teaching skills. Subsequently, practical case exercises and simulations are arranged to familiarize teachers with and master bilingual teaching methods and skills in practice. Feedback from teachers is collected after the training, and the training content is adjusted in a timely manner to ensure that the training program continues to be adapted to the needs of teachers. In addition, long-term support and resources are provided, and a teacher resource library is set up, including teaching materials, cases and course designs, for teachers to access at any time.

## **5.3. Student Learning Strategies**

Adopting a tiered teaching strategy, we formulate appropriate teaching plans according to students' English proficiency to ensure that every student can make gains in bilingual teaching and provide students with additional learning resources, such as an English corner and language tutoring, to help them better adapt to the bilingual teaching environment.

## **5.4. Establishment of a feedback system for teaching and learning**

In order to help optimize the effect of bilingual teaching, it is necessary to introduce a real-time feedback mechanism and identify real-time feedback technology tools that are suitable for the school environment and teaching content, such as online questionnaires, polling systems, teaching management platforms, and so on. Determine the feedback content that needs to be understood, which can include students' understanding of the course content, satisfaction with the teaching methods, difficulties, etc. During or after the course, real-time feedback surveys are regularly conducted to collect students' opinions and suggestions, and the collected data are analyzed and sorted out to form a visualization report, which can help teachers intuitively understand the learning situation of the students, and finally, based on the feedback results, teachers can timely adjust teaching methods, personalized tutoring for students' needs, and improve teaching effectiveness.

## **5.5. Expected results**

### **5.5.1. Expected outcomes of course design and teaching methods**

Through diversified teaching methods and diverse assessment means, it is expected to achieve increased student

participation, enhanced practical application ability, improved language expression ability, and comprehensive assessment of students' English proficiency, teamwork ability, problem-solving ability, and other aspects of comprehensive ability, in addition to the use of interactive teaching platforms and online resources to improve student participation and create a positive learning atmosphere.

#### 5.5.2. Expected results of teacher capacity-building

Through the professional training program, teachers will enhance their bilingual teaching level and familiarize themselves with the knowledge of the financial field and English teaching skills. Through the encouragement of exchanges and cooperation, teachers will form close disciplinary exchanges and cooperative relationships to jointly develop and share bilingual teaching experiences. Practical case exercises and simulations will help teachers better master bilingual teaching methods and skills. The continuous collection and adjustment of teachers' feedback will ensure that the training program will continue to adapt to the needs of teachers and improve the effectiveness of the training. In addition, the provision of a long-term support and resource-sharing platform and the establishment of a teachers' resource bank will help teachers to access and share their teaching experience at any time, thus facilitating the long-term improvement of their teaching level.

#### 5.5.3. Expected Outcomes for Student Learning Strategies

Tiered instruction will help students develop appropriate lesson plans based on their English proficiency to improve their learning outcomes and, in turn, their academic performance. Additional learning resources, such as an English corner and language tutoring, will help students better adapt to the bilingual environment, improve their English proficiency, and be able to apply it to their financial foundation courses.

#### 5.5.4. Expected outcomes of the establishment of an instructional feedback system

The real-time feedback mechanism will help teachers keep abreast of students' learning, adjust teaching methods according to the feedback results, and continuously optimize teaching.

## 6. Conclusion

The construction of bilingual course teaching of financial foundation is an inevitable trend to adapt to globalization and the development of financial industry. By analyzing the current situation and problems, this study proposes countermeasures such as curriculum design, teaching

methods, teacher team building, student learning strategies and teaching feedback system. The expected results include improving students' practical application ability, enhancing language expression ability, cultivating a teaching team with bilingual teaching level, and establishing a scientific evaluation system. Through these efforts, we expect to cultivate compound talents who can adapt to the needs of the financial industry and enhance the international competitiveness of China's financial education.

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