

Perceptions of Teachers on Bilingual Education in Business Education

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Abstract: In the process of global integration, international cross-cultural business interactions are becoming closer, and the importance of English as an international lingua franca continues to grow. Business programmes aimed at developing both business and foreign language skills are faced with the challenge of adopting bilingualism teaching. The study adopts qualitative and quantitative research methods, mainly using literature method (referring to relevant domestic and foreign literature materials and related information retrieval), and questionnaire survey method to conduct questionnaire surveys with students and teachers in Jiangsu University of Technology. The paper intends to probe specific aspects of bilingual teaching and to give suggestions for effective ways to carry out bilingual teaching for Business Majors. This study finds that at present, in the process of bilingual teaching of business courses, there are problems or challenges such as students' difficulties in studying in bilingual environment, insufficient studying teaching in bilingual resources and materials, cross-cultural adaptation problems, etc. In order to address these problems, programmes such as enhancing teacher preparedness, developing curriculums, developing teaching resources, providing student support services, and reviewing evaluation and assessment are proposed.

Keywords: Bilingual Education; Business Education; Perceptions of Teachers.

1. Introduction

In the process of global integration, international cross-cultural exchanges are becoming increasingly close and the importance of English, the lingua franca, is growing. The United Nations Educational, Scientific and Cultural Organization (UNESCO) published "Education in a Multilingual World" in 2003, suggesting that in today's era of global integration and digitalization, all countries are faced with the challenge of preserving their national languages and cultures while equipping their students with the ability to communicate with the world through quality education. The popularization of English language learning is our country's positive response to the trend of global integration.

China Ministry of Education proposed to actively promote the use of English or another foreign language for bilingual teaching in the Official Document (2001) No. 4 concerning the Education Guidelines of Enhancing College Undergraduate Teaching Work. Then in 2005, China Ministry of Education proposed to enhance the international communication and cooperation abilities of college students, improve the quality of bilingual teaching courses, and continue to expand the number of bilingual teaching courses in the Official Document (2005) No. 1 concerning the Education Guidelines of Further Enhancing College Undergraduate Teaching Work. Since then, more and more majors in China's colleges and universities have begun to carry out bilingual teaching.

Global integration has brought about international economic exchanges and trade transactions. In the field of economy and trade, talents with a single foreign language major or a single business major can no longer meet the requirements of the market, and high-quality talents with both business and English skills have become the urgent needs of society. In 2007, China's Business English major was officially approved by the Ministry of Education to enroll students outside the catalog, and in 2012, Business English was officially included in the undergraduate program. Since

then, the number of undergraduate colleges and universities offering Business English majors has been increasing. The Business English major involves more foreign-related courses, such as international trade practice, economics, international marketing, etc., and has become one of the first majors in China to carry out bilingual teaching. Bilingual education generally refers to the use of two languages in instruction and can be particularly beneficial in business due to the global nature of the economy, where multiple languages often symbolize access to broader markets and diverse clientele.

1.1. Objectives

The paper intends to probe specific aspects of bilingual teaching and to give suggestions for effective ways to carry out bilingual teaching for Business Majors as to the:

- (1). To analyze the necessity of bilingual teaching for business English majors.
- (2). To investigate the current situation of bilingual teaching for business English majors.
- (3). To identify the problems can be solved in bilingual teaching for business English majors.

1.2. Literature Review

Li (2016) made both quantitative and qualitative methods to examine the effectiveness of a bilingual education program in social science majors in Chinese education at the tertiary level. Participants were 53 undergraduate students enrolled in their third year of an Early Childhood Education program at a university in northwestern China. The conclusion is that the bilingual education model successfully enhanced students' level of English proficiency. (p. 897).

Zhu & Guo (2009) analyzed GDUFs' graduates' employment status in recent years and found that the students of the Business English major tend to have a higher level of employment status than those of other majors, and their employers are more likely to be consultancy MNCs, commercial banks, and other firms. They suggested that new

efforts for reform should be made in disciplinary development, teaching development, curriculum design, and teaching methods. (p. 30).

Zhu et al. (2014) made a case study of teaching business courses in English or bilingualism in Guangwai. They summarized and analyzed Guangwai's experience and concluded the conditions required for teachers and the selection of teaching materials if taking the bilingualism teaching mode. (p. 156).

Xi (2018) summarized the teaching objectives of the bilingual course of business communication and the precautions in different teaching modes and provided ideas for the teaching of this course based on the analysis of the teaching objectives and teaching modes of Business English. (p. 11).

Trampus (2009) compared bilingual and non-bilingual students of international management and marketing at the business school HAK 1 Salzburg. He tried to find the differences between bilingual and non-bilingual students. The results showed that bilingual students excelled non-bilingual students in all tests. The biggest differences between the two groups of students were found in the use of grammar and vocabulary. (p. 2).

Akinsanmi (2020) conducted semi-structured interviews with 100 undergraduate students majoring in Business English at a university in South-central University for Nationalities Wuhan, China. The analysis identified that the participants hold very great expectations towards the use of English in their class, especially in their current programs. (p. 23).

Ndyali & Shan (2019) conducted a semi-structured interview with 100 undergraduate students majoring in Business English enrolled in their third-year education program at a university in South-central University for Nationalities Wuhan, China. Their quantitative and qualitative results suggested that the bilingual education model successfully enhanced students' level of English proficiency. (p. 104).

Zafar (2016) evaluated the writing component of a four-month Business Communication course at Mohammad Ali Jinnah University Islamabad. The study aimed at customizing the Business English curriculum for business students. The study found that verb tense errors and first language interference are the language influence errors.

Devel (2018) studied bilingual business lexicography and concluded that languages in Singapore are also significant in the context of international business communication, the development of the world economy, and business contacts, particularly with Russia. (p. 87).

Gallagher (2011) examined language-in-education in Abu Dhabi through a framework of the operational, situational, and outcomes factors involved in bilingual education, as identified by Spolsky et al. and Beardsmore. He found that bilingual education is likely to confer linguistic, academic, and socioeconomic benefits on future generations of Emirati school leavers. (p. 62).

Wang & Curdt-Christiansen (2019) used ethnographic data collected through classroom observations, interviews, and fieldwork notes. They examined the practices of bilingual education in an undergraduate Business Management Programme at one university and concluded an ideological reorientation towards flexible bilingualism is emerging in such BE contexts, which might be a favorable move away from the monolingual stereotype manifested in traditional

teaching-English-as-a-foreign-language and content-subject courses that envision English-medium instruction. (p. 322).

Simpson et al. (2020) used case analysis of groups with Chinese students of Business English at a Chinese university. They examined how they discuss, construct, and perceive. They presented an overview of the field and showed how polysemic, ideologically and politically oriented ICE is. (p. 1).

Ashton-Hay et al. (2021) conducted an experiment, implementing a suite of bilingual strategies to reduce cognitive load and enhance learning. They found strong support for each bilingual strategy, high academic performance among the student cohort, and positive contributions to learning.

Bian (2021) used the independent samples t-test and concluded that the teaching effect has been significantly improved by reasonable teaching design based on new technology. (p. 904).

Zhang (2011) investigated 77 students in Business English. He found that the percentage of those who are active in speech in the course is only 11.8% and most students are not active in the course. (p. 473).

Zheng & Ma (2021) used a questionnaire and interviews to investigate sophomores and third graders of the business school of Linyi University. They conducted a follow-up on bilingual teaching for former students and made some suggestions for bilingual teaching. (p. 2928).

Yingying (2021) interviewed students in China and concluded that students who have both professional knowledge and skilled English are popular in the talent market. Therefore, bilingual course teaching is getting more and more attention in our country. (p. 27).

Su (2011) explored how to reform bilingual teaching in China and made a comparison of Sino-US bilingual education.

Yueyue & Houwei (2016) reflected on the current situation of bilingual teaching for Business English majors in application-oriented undergraduate colleges in terms of bilingual curriculum system and teachers. They advised constructing the curriculum system of bilingual teaching and strengthening the construction of the teacher team. (p. 23).

Li (2013) analyzed the practice of bilingual teaching in higher vocational colleges and used the SWOT analysis method to analyze the current situation of bilingual teaching of Business English majors. He identified the advantages and disadvantages of business courses in bilingual teaching, as well as the external opportunities and threats faced by them, and summarized how to improve the "double quality" of teachers. (p. 134).

Jia & Jing (2020) used Outcome-based Education to analyze the current problems in bilingual teaching and put forward suggestions for the course objectives and outcomes, design of teaching process, design of evaluation system, and construction of bilingual learning resources.

Chen & Yang (2018) conducted a case analysis of a class of Business English majors and provided frameworks to combine bilingual, extend professional teaching materials as inner-class content and extracurricular activities, English forums, and business visits as outer-class content together to improve the quality of the class.

Zhou & Liu (2018) used field research and comparative analysis methods. They put forward bilingual teaching reform suggestions based on long-term bilingual teaching theory research and teaching practice of front-line teachers.

1.3. Methodology

This research used qualitative research, mainly using the literature method (referring to relevant domestic and foreign literature materials and related information retrieval) and questionnaire survey method to conduct questionnaire surveys and interviews with students and teachers at Jiangsu University of Technology.

This study adopts a qualitative approach to gain an in-depth understanding of teachers' and students' perceptions of bilingual education, particularly in the context of Business English majors.

The questionnaire is based on a sample of teachers and students in Business English at Jiangsu University of Technology. The questionnaire mainly starts from two dimensions: firstly, the teaching objects; secondly, the teaching ability. A total of 30 questionnaires were distributed.

The qualitative approach was used to gain an in-depth understanding of teachers' and students' perceptions of bilingual education, particularly in the context of Business English majors. It helps conclude the necessity of bilingual teaching for Business English majors.

The questionnaire was conducted to assess the teaching objects and the teaching ability concerning bilingual teaching for Business English majors. This helps conclude the necessity of bilingual teaching for Business English majors, the current situation of bilingual teaching for Business English majors, and the problems in bilingual teaching for Business English majors.

The inclusion criteria were students enrolled in the second, third, and fourth years of undergraduate studies in September 2020, September 2021, and September 2022 of the previous academic year. The exclusion criteria were new students enrolled in the first year of undergraduate studies in 2023 and transfer students in the second, third, and fourth years of undergraduate studies.

The data analysis plan is shown as follows: Firstly, the questionnaire of the study was validated by testing for reliability. Secondly, data collected from the questionnaires were compiled and organized. Thirdly, descriptive statistics were used to provide a profile of the participant sample and a general description of the current situation of bilingual teaching. Fourthly, reliability checks and inferential analysis were conducted. Then, the main themes derived from the analysis were synthesized to align with each of the research objectives. Findings provided insights into the current perceptions and identified prevalent issues teachers perceive in bilingual business education. Finally, results were summarized succinctly, detailing the main perceptions uncovered while also discussing any apparent trends or commonalities among the participants.

Some methods were used to ensure the selection of participants was objective and non-discriminatory. The paper clearly outlines the criteria for participant selection, which is teachers and students in Business English at Jiangsu University of Technology, ensuring they are inclusive and free from discriminatory factors. Questions are crafted in a neutral and unbiased manner, avoiding language that may lead participants toward specific responses. A pilot test of the questionnaire with a small, diverse group was conducted to identify any potential biases or ambiguities. Adjustments to the questionnaire were made based on feedback to ensure it is accessible and unbiased for all potential participants.

Ensuring the confidentiality of information in data collection procedures is paramount in research ethics. First

and foremost, the paper obtained informed consent. Then, anonymity was ensured. Besides, robust measures were implemented to protect collected information. This included encrypting digital data, using secure servers, and storing hard copies in locked and access-restricted locations. Moreover, the paper was prepared to handle unexpected situations. A comprehensive plan was developed for addressing data breaches or unintentional disclosures, emphasizing transparency in communication and taking immediate corrective actions to mitigate potential harm.

1.4. Ethical Concerns

Some significant ethical aspects need to be considered by the researcher during the conduct of this study. One of these ethical considerations was the need to seek first the permission of the respondents. Furthermore, the researcher also needed to orient the respondents of this study about their roles and participation in the conduct of this research. All these respondents needed to be oriented about the purposes or objectives of subjecting them to inquiries, and survey questionnaires and about the overall objectives of this research, so their participation were solicited and maximized.

Upon approval and meeting the relevant ethical aspects of the study, the researcher proceeded to the implementation of the data collection method in the administration of survey questionnaires to the respondents. The researcher personally distributed the survey forms to the respondents.

The study carefully followed the ethics of research from the identity of respondents to the administration of questionnaire, treatment, analysis, interpretation, and presentation of data. The provision of an informed consent form informed them of their rights to the social research.

The study carefully followed the ethics of research from the identity of respondents to the administration of questionnaire, treatment, analysis, interpretation, and presentation of data. The provision of an informed consent form informed them of their rights to the social research and to all research informants. The researcher gave an assent letter to respondents through their email account answerable by Yes or No. They were asked to check on the checklist to confirm that they will voluntarily participate in the study and understand the research project, that all data gathered will be kept confidential and have the right to ask questions, and that they have the right to withdraw at any time of the study.

The research personally contacted the respondents through their email accounts and other modes of communication. The respondents did not utilize any amount of money during the data gathering.

Pseudonyms or replacements that would be consistent across the manuscript were used in data anonymization. These methods could make personally identifiable and sensitive information replaced with anonymised codenames, to protect the privacy of respondents.

Participation in the research was voluntary and that participants were told that they could withdraw anytime.

Academic rewards conference and the dissemination of study findings in peer-reviewed academic publications will be prepared to make the participants informed of the results of the study.

Some methods were used to mitigate possible participant harm/possible risks. A thorough risk assessment was conducted and identified that there may be potential risks of psychological stress and anxiety, Privacy and confidentiality and cultural identity and identity. Then, informed consent

process was used to clearly state the purpose, process, and potential impact of the study in the informed consent form to reduce participants' uncertainty and anxiety. Besides, support services which includes mental health services was provided to help participants deal with any possible emotional stress. Strong data protection measures, including anonymisation or the use of pseudonymised data was implemented to protect the personal identity and privacy of participants. Moreover, some training was provided in the research to increase sensitivity to multiculturalism and identity issues in order to avoid inadvertent cultural clashes.

1.5. Theoretical/Conceptual Framework

Theories of bilingual education: Colin Baker was very concerned about the relationship between bilingual education and thinking and constructed a model of bilingual education. It is proposed that the process of bilingual education consists of four main variables: bilingual input, bilingual acquisition, bilingual output, and bilingual background. In the variable of bilingual input, the two most crucial factors are bilingual teachers' input and students' input. Bilingual teacher input includes bilingual competence, bilingual bicultural knowledge, and bilingual teachers' ability to teach in both languages. Student input includes language potential, aptitudes, attitudes, the winter season of language learning, and students' linguistic and cultural backgrounds. In other words, the literacy and competence of both teachers and students in the bilingual input variables determine the effectiveness of bilingual teaching.

Constructivist Learning Theory: Constructivism provides a new educational psychological basis for bilingual education in business programmes. According to constructivism, knowledge is not a purely objective reflection of reality but an interpretation or assumption that people make about the objective world. Although language gives knowledge a certain, and most universally recognised, external form, this means that students can comprehend or master this knowledge through the external linguistic form of the knowledge. Students' understanding and mastery of knowledge can only be reconstructed on the basis of their own experiences. Therefore, constructivism emphasises the reconstruction of existing knowledge on the basis of one's own reality or the reality of the student.

1.6. Significance of the Study

Firstly, understanding teachers' perceptions can inform policymakers and curriculum developers. Teachers are often on the front lines of education and have practical experience with what works and what does not in a classroom setting. Their insights can guide the development of more effective bilingual business education programs that are responsive to the needs of both students and educators.

Secondly, this study can help uncover best practices in bilingual education as perceived by teachers. Understanding how teachers manage the integration of language and content instruction could lead to broader adoption of effective techniques and methodologies in bilingual business education.

Finally, bilingual education in business can enhance students' employability. Understanding teachers' perceptions can help in constructing an educational experience that prepares students for the realities of the modern, global business environment.

2. Results and Discussion

The section that follows illustrates the extent of awareness of teachers on Bilingual education in business education and how teachers perform their roles in the implementation of Bilingual education in business education.

2.1. Extent of Awareness of Teachers on Bilingual Education in Business Education

a. Curriculum design & implementation

The design and implementation of the curriculum for Business English majors face a central task: to develop students' English language skills as well as to ensure that they acquire the necessary business knowledge and skills to meet the challenges of an increasingly international business environment. To meet this goal, bilingualism is seen as an effective educational strategy.

Firstly, bilingual teaching can be more closely aligned with the learning objectives and career development goals of business English programmes. Courses can set more challenging and practical learning objectives through bilingualism, giving students both the opportunity to gain an in-depth understanding of business concepts and the ability to communicate these concepts effectively in different language environments.

Secondly, bilingual teaching helps to carry out interdisciplinary integration. Business English programmes usually need to cover a number of subject areas such as language learning, economics, management and so on. Through bilingualism, course designers can more easily integrate knowledge from these subject areas into a coherent pedagogical framework and achieve interdisciplinary goals.

Thirdly, Through bilingual teaching, the course design can be more contextualised, in which students not only learn the language, but also learn and use the language in a specific business context. This kind of contextualised learning is closer to the business situations that students are likely to encounter in the future, and improves the practicality and effectiveness of learning.

Finally, bilingualism helps strengthen students' cultural sensitivity and global awareness. Business English majors need to understand the work styles, business customs and laws and regulations of different countries. Through bilingual teaching, the programme can accommodate more content on cultural differences and international business etiquette, further enriching students' body of knowledge. Besides, Bilingualism can provide richer learning materials and resources. Course designers can integrate teaching materials and cases in different languages, and these diverse materials can meet the needs of different learners and increase students' understanding and mastery of professional knowledge.

Combining the above aspects, it can be seen that in Business English, bilingual teaching can not only stimulate students' interest in learning, but also effectively improve their professional competence and prepare them for future work in a globalised business environment. Therefore, from the perspective of curriculum design and implementation, bilingual teaching is very necessary.

b. Teaching approaches/strategies

Business English majors are facing an international business environment filled with English communication. In such a professional field, bilingual teaching is not only beneficial but also essential. By integrating professional knowledge and bilingual proficiency, teaching approaches

can significantly enhance students' practical skills and international competitiveness.

Firstly, the pedagogical approach of bilingualism provides teaching in real contexts. Bilingual teaching is a context-based teaching method which help students in Business English major to master and use business English. Contextual teaching focuses on combining language with real-life scenarios, allowing students to learn and practise English in real business environments in order to improve their communication skills and business exchange skills. For example, bilingual teaching, through simulating real business scenarios such as case studies, business negotiations, and presentations, enables students to understand the application of business terms in different cultures and contexts while engaging in practical English communication. This immersive learning experience helps students apply theoretical knowledge to actual business communication, which is highly valuable in the industry.

Secondly, bilingualism promotes students' cognitive development. Language acquisition research shows that multilingual learning enhances cognitive skills such as problem solving, creativity and critical thinking. These skills are critical in the business world, where individuals are often required to analyse complex situations and come up with innovative solutions. For example, using Project-Based Learning (PBL) to plan and execute projects in two languages can develop students' cognitive skills in a holistic manner.

Thirdly, the pedagogical approach of bilingualism promotes intercultural understanding among students. Bilingual education in business English enables students to gain greater cultural awareness through exposure to the business practices and perspectives of different cultures. Understanding business practices in different cultures is essential to preventing communication breakdowns and fostering successful international relationships. For example, intercultural communication programmes can use bilingualism to emphasize business communication skills in different cultural contexts.

Finally, bilingualism helps students to strengthen their English language skills as well as to enhance the usefulness of the language. Bilingual teaching strategies, such as translation exercises or comparative linguistic analyses, deepen students' language learning. Students have the opportunity to translate business documents, understand the linguistic implications of cross-border negotiations and fine-tune their language skills in a professional setting. For example, group discussions enhance students' ability to translate and interpret business documents. In addition, Content and Language Integrated Learning (CLIL) is an important teaching approach of Business English teaching. through CLIL, the use of English as the language of instruction while teaching business course content provides a natural language learning environment that enables students to apply their English knowledge directly to their professional field, thus improving their practical application of the English language.

In summary, the need for bilingualism in Business English is supported by the benefits of teaching methods and strategies that enhance language proficiency, cultural understanding and business knowledge. By integrating bilingual education, students are better prepared to face the challenges of international business and are more likely to succeed in the competitive global marketplace.

c. Assessment & Evaluation system

The necessity of bilingual teaching for business English majors can also be evaluated through an assessment and evaluation system.

Firstly, The programme objectives of a Business English programme usually contain the dual requirements of professional knowledge and English language proficiency. The assessment system needs to ensure that both aspects are reasonably evaluated. A bilingual environment can more accurately measure whether students are meeting these objectives, as assessment activities such as presentations, speeches, discussions and case studies can be designed to test students' language skills and business understanding at the same time.

Secondly, Business environments often require the use of English to communicate with international clients or peers. Bilingualism brings assessment activities closer to real work situations, which helps students to apply the language and business skills they have learnt to real-life situations, while simulation exercises and project work during the assessment process allow students to experience the demands of a real business environment.

Thirdly, the evaluation system should be able to comprehensively assess the students' abilities. In a bilingual environment, students are expected to demonstrate not only their language proficiency but also their ability to analyse and solve problems when solving business scenarios. This enables the evaluation system to measure students' integration of language and professional knowledge in a more comprehensive way.

Finally, Business English students are likely to work in an international environment in the future. An assessment system that includes a test on intercultural communication can help students develop the ability to communicate effectively in different cultural environments. Through bilingualism, students will be able to participate more frequently in simulated intercultural communication situations and enhance their intercultural business communication skills.

In all, bilingual teaching makes assessment and evaluation more comprehensive and close to the needs of real business environments, which helps Business English majors to flexibly use their language and business skills in real business situations, and better prepares them to enter the internationalised career field.

2.2. Extent of Teachers' Performance in Implementing Bilingual Education in Business Education

Bilingual education is increasingly being adopted in Business English programmes due to its ability to provide students with language skills while enhancing their understanding of business concepts and practices. A crucial factor in assessing the effectiveness of bilingual education lies in how well teachers perform their roles, as they are key agents in the implementation of bilingual education. By analysing the performance of teachers in bilingual education, we can gain an in-depth understanding of the current state of bilingualism in Business English. The following is the current situation of bilingual teaching for business English majors.

Firstly, in terms of the language skills of bilingual teachers, good business English teachers need not only to be fluent in English, but also to understand business terminology and concepts. In the current situation, teachers specialising in Business English are at a high level in terms of language skills. They are not only proficient in the use of English, but also

have certain professional knowledge and practical approaches to the special needs and skills transfer in Business English. Teachers of Business English generally have a high level of English language proficiency, and many have advanced language qualifications or overseas study and teaching experience. They are generally more proficient in specialised English terminology and expression in business-specific areas, such as trade, finance, and marketing. Business English teachers are often fluent in business conversation and can communicate effectively in both lecture and professional settings. At the same time, however, they may vary in their ability to integrate language practice with business theory.

Secondly, in terms of teaching skills of bilingual professors, bilingual teaching skills are crucial for teachers of Business English, as they not only strengthen students' English language skills but also enhance their ability to understand and apply business knowledge, which greatly enhances the practicality and effectiveness of professional education. In the current situation, most teachers are able to combine English language learning and business expertise in bilingual teaching, seeking to effectively combine the teaching resources of the two languages through case studies, role-playing, and group discussions. In bilingual teaching, most teachers are able to decide which language to use according to the learning materials and the level of the students. Chinese is usually used to explain complex concepts and background knowledge, while English is mostly used for business communication and simulation of professional scenarios. Most teachers are able to manage the classroom effectively to ensure the appropriate combination of the two languages. However, in a bilingual teaching environment, rational allocation of time between the use of Chinese and English to maintain the pace and efficiency of the classroom is another challenge faced by teachers. A few teachers increased the frequency of using their mother tongue in order to help students understand business knowledge.

Thirdly, in bilingual teaching, it is important to understand and convey business concepts and practices in different cultural contexts. Having intercultural communicative competence and awareness is an important criterion for evaluating teachers' bilingual teaching ability. In the current situation, many teachers have a degree of understanding of the cultures of English-speaking countries but may not have a deep enough understanding of the wider cultural diversity and complexity of the globalized business environment. This understanding usually comes from academic books, article readings, or professional training rather than first-hand experience. Some teachers may have had experiences abroad or opportunities to work with foreign businesspeople, and these experiences can significantly enhance their intercultural awareness. However, such experiences are not available to all teachers. Besides, although teachers usually cover the topic of intercultural communication in their teaching, such teaching may emphasize theory over practice, which is insufficient for students to deeply understand and cope with cultural differences in real communication scenarios.

Finally, teachers' own attitudes towards continuous learning and professional development also reflect their pedagogical competence. This includes participation in seminars, academic conferences, and refresher courses, as well as continuous updating of teaching methods and materials. In the current situation, bilingual teachers of Business English are able to update their knowledge base and teaching skills to remain professionally competitive. For

example, many teachers continue to pursue advanced degrees such as PhDs or further enhance their personal qualifications by enrolling in professional certificate programs. In addition, many teachers are actively engaged in research on pedagogical reforms in the teaching of business English and participate in academic exchanges through publications. However, some teachers face time allocation pressures in their teaching, research, and service work and may find it difficult to find time for in-depth and systematic learning and skills upgrading.

On the whole, business English teachers in domestic universities are at a high level in terms of language skills. They have a high level of language skills, teaching skills, intercultural teaching skills, as well as continuous development and professional competence. However, at the same time, there are problems of teachers' uneven ability to integrate language practice with business theory, irrational allocation of bilingualism, insufficient integration of theory and practice in intercultural education, and insufficient time for teachers to develop in-depth and systematic learning and skills. The education departments can help teachers further enhance their language teaching skills as well as keep abreast of the latest developments in business English teaching by providing more training opportunities and resources.

2.3. Evaluation of Bilingual Teaching Effectiveness and Challenges in Business English Education

This section analyzes the survey results based on the teaching objects and teaching ability. It also provides the corresponding countermeasures for the problems shown here.

According to the research paper by Yingying (2021), students who have both professional knowledge and skilled English are popular in the talent market. There is a need for bilingual teaching in Business English, which aims to develop students' professional knowledge and English skills. This survey is aimed at bilingual teaching and Business English students, and around the three goals of this paper, teachers and students are questioned.

The survey shows that the vast majority of respondents believe that bilingualism is important for Business English students. For example, in the first question, 73.3 per cent chose to agree or strongly agree. Moreover, a large number of respondents believe that bilingualism enhances communication skills, expands market coverage, and gives a competitive advantage in the job market (questions 2, 3, and 4). Even more than 80% agreed that bilingualism helps students' professional development (Question 5). These data show that there is a general consensus in the industry and academia that it is extremely necessary for Business English students to acquire bilingual skills.

Regarding the current status of the implementation of bilingual teaching, the results show some positive signs. The majority of respondents agreed that bilingual teaching is effective in improving communication skills (Question 8) as well as intercultural understanding (Question 10). There were also more respondents who expressed their approval of the promotion of bilingual teaching in business courses in schools (Question 9), and there was an awareness of the proportion of teachers with stronger English language skills in the teaching force (Question 13). In addition, 83.3% of the participants were in favour of bilingualism being integrated into their business courses (Question 16), indicating that bilingualism has a place in the curriculum.

Table 1. Survey on the Implementation Status of Bilingual Teaching in Business Courses

Questionnaire content		Strong agree	Agree	Disagree	Strongly disagree
Teaching objects	I think that bilingual teaching is important for students in the business English major.	43.3%	30%	10%	16.7%
	I think that bilingual teaching enhances communication skills for students in the business English major.	50%	26.7%	10%	13.3%
	I think that bilingual teaching helps students in the business English major expand their market reach.	36.7%	43.3%	13.3%	6.7%
	I think that bilingual skills give students in the business English major a competitive advantage in the job market.	43.3%	36.7%	13.3%	6.7%
	I think that bilingual teaching contributes to the professional development of students in the business English major.	33.3%	46.7%	10%	10%
	I think students can improve their bilingualism and internationalization by bilingual learning.	43.3%	36.7%	3.3%	16.7%
	I think students can feel confident in their ability to effectively communicate and negotiate in a bilingual business environment.	20%	60%	13.3%	6.7%
	I think that bilingual teaching can enhance students' cross-cultural understanding and communication skills in the business context.	46.7%	33.3%	13.3%	6.7%
	I think students may face some challenges or difficulties when studying business majors in bilingual teaching.	40%	40%	13.3%	6.7%
	I think that students have the opportunity to express their satisfaction with the quality of bilingual teaching and learning in the business English major.	50%	30%	13.3%	6.7%
Teaching ability	I think teachers' English proficiency is more important than business proficiency.	56.7%	26.7%	6.7%	10%
	I think the promotion of bilingualism in business courses at school is good.	36.7%	46.7%	13.3%	3.3%
	I think the assessment methods for bilingual teaching in business courses are reasonable.	30%	53.3%	10%	6.7%
	I think there are many teachers who are good at English and can teach business courses.	36.7%	46.7%	6.7%	10%
	I think bilingual classes are more effective than full English classes.	40%	43.3%	10%	6.7%
	I think there are problems of cross-cultural adaptation when foreign teachers teach in English.	40%	43.3%	10%	6.7%
	I think that bilingual teaching is incorporated into my business curriculum.	33.3%	50%	6.7%	10%
	I think that all my business courses are taught in a bilingual format.	20%	63.3%	6.7%	10%
	I think the bilingual teaching materials and resources provided by teachers are sufficient and relevant to students' business English needs.	40%	43.3%	13.3%	3.3%
I think teachers have given adequate guidance and support in navigating bilingual learning environments.	30%	53.3%	10%	6.7%	

Despite the recognition of bilingualism, there are some problems. 80% of the respondents indicated that they may encounter learning difficulties or challenges in bilingualism (Question 11). These may include the business course

teaching competence of teachers who are non-native speakers of English (Question 8), cross-cultural adaptation problems (Question 15), the adequacy and relevance of teaching resources and materials (Question 17), and the adequacy of

teachers' guidance and support in the bilingual learning environment (Question 18). Therefore, these issues can be addressed by improving teachers' business and pedagogical competence, improving cross-cultural adaptation, increasing instructional materials and resources, and providing more learning guidance and support. These adjustments and improvements will help to increase student satisfaction with bilingual instruction and strengthen their ability to cope in a bilingual environment.

2.4. Conclusions

From the survey results presented in Table 1, we can draw several conclusions regarding bilingual education in Business English majors.

First, the necessity of bilingual teaching is apparent; a significant majority of respondents believe that bilingual teaching is important for this field, enhancing communication skills, expanding market reach, providing a competitive advantage in the job market, and contributing to professional development. These findings underscore the high value placed on bilingualism within the context of business studies, which aligns with the demands of a globalized economy.

Second, the current situation of bilingual teaching in the major seems predominantly positive. The majority of respondents indicate that bilingual education has been implemented in their curriculum, suggesting that educational institutions are recognizing the need for and benefits of bilingual instruction. Moreover, respondents believe that bilingual classes offer an effective approach to teaching, potentially more so than classes conducted solely in English.

Third, despite the overall positive outlook, the survey identifies several issues within bilingual teaching that require attention. Respondents have highlighted concerns about the challenges and difficulties students face in bilingual environments, such as language proficiency, cross-cultural adaptation, and sufficient teaching resources. These challenges underscore areas where improvements are essential for providing a supportive and effective bilingual learning environment.

3. Recommendations

Based on the survey findings, the following recommendations can be made to improve bilingual teaching for Business English majors.

Firstly, teacher preparedness should be enhanced. Institutions should invest in training for teachers to ensure that they are not only proficient in English but also capable of teaching business content effectively. This includes professional development opportunities that focus on bilingual pedagogy, business knowledge, and cross-cultural communication skills.

Secondly, curriculum development should be conducted. Curricula should be reviewed and adapted to ensure that they integrate bilingual teaching effectively throughout all business courses. Emphasis should be on aligning course content with the real-world demands of business professions in a global context.

Thirdly, teaching resources should be made available and developed. A concerted effort should be made to develop and provide high-quality, relevant bilingual teaching materials to support student learning. This includes textbooks, case studies, and digital resources that are up-to-date and culturally sensitive.

Fourthly, student support services should be provided.

Institutions should create support systems for students navigating bilingual courses, such as language support workshops, tutoring services, and mentorship programs. This also involves regular feedback mechanisms where students can voice their difficulties and satisfaction levels.

Finally, evaluation and assessment should be reviewed to ensure they are fair and effective in measuring student performance in a bilingual context. This may include a combination of formative and summative assessments that reflect students' language development and business competency.

By implementing these recommendations, educational institutions can further enhance the efficacy and value of bilingual teaching within Business English majors, address current challenges, and ultimately prepare students to excel in an increasingly interconnected and bilingual global business environment.

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