

A Study on the Classroom Organization of Bilingual Teaching for International Business Negotiation

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Abstract: In recent years, there has been increasing research attention on how to better organize International Business Negotiation classes in bilingual teaching. Researchers have proposed various teaching methods and strategies, such as task-based teaching, cooperative learning, case studies, and simulated communication. These methods aim to enhance students' oral expression, cross-cultural awareness, and critical thinking abilities. They also explore the use of internet resources, electronic reading materials, and multimedia tools to support bilingual teaching. Additionally, more and more textbook publishers have released materials and reference books specifically designed for bilingual teaching of International Business Negotiation. Furthermore, researchers are increasingly focused on exploring cultural differences and challenges and seeking effective teaching strategies to cultivate students' cross-cultural communication skills and adaptability. In this paper, the author analyzes the significance and details of organizing bilingual teaching classes in International Business Negotiation, aiming to provide valuable insights for this field.

Keywords: International Business Negotiation; Bilingual Teaching; Classroom Organization

Introduction

Currently, research on the organization of bilingual teaching classes in International Business Negotiation in China has achieved some progress. However, it still faces certain problems and challenges in its development. For example, although there are already some textbooks and resources specifically developed for bilingual teaching in International Business Negotiation, the overall availability of teaching materials and resources in this field is relatively limited. Teachers may encounter difficulties in selecting suitable teaching materials and resources. Therefore, there is a need for further development of diverse teaching materials and resources to meet the needs of students at different levels and with different requirements. Teachers still need to choose appropriate methods based on their teaching backgrounds and students' needs. To better organize bilingual teaching classes in International Business Negotiation, it is necessary to further research and explore the advantages and disadvantages of different methods and provide relevant guidance and training to teachers.

1. The Practical Significance of Organizing Bilingual Teaching Classes in International Business Negotiation

With the intensification of globalization and the continuous development of international economic trade, international business negotiation has become a crucial component in the business field. Introducing bilingual teaching class organization into the teaching process holds significant importance in enhancing students' international business negotiation abilities.

Firstly, organizing bilingual teaching classes can improve students' language proficiency. International business negotiations often require communication and exchange in multiple languages, and bilingual teaching can help students enhance their foreign language skills, especially in English. By using English for discussions and role-play during negotiation preparation and implementation, students can deepen their understanding of business terminology, improve their oral expression and listening skills, and enhance their cross-cultural communication abilities.

Secondly, bilingual teaching class organization contributes to developing students' teamwork skills. International business negotiations are typically conducted by teams comprising multiple members, each playing different roles in negotiations. Through bilingual teaching class organization, students can collaborate within small groups, take advantage of bilingual communication opportunities, jointly formulate negotiation strategies, allocate tasks, and improve their teamwork and leadership abilities through simulated negotiations.

Thirdly, organizing bilingual teaching classes helps cultivate students' cross-cultural awareness. International business negotiations in-

involve cooperation with individuals from different countries and regions, and understanding their cultural backgrounds and values is a critical prerequisite for negotiation success. Through bilingual teaching class organization, students can encounter cases and practices from different cultural backgrounds, gain insights into how people from diverse cultural environments think and behave, and thus enhance their cross-cultural awareness and adaptability.

Lastly, organizing bilingual teaching classes enhances students' practical skills. International business negotiation is a highly practical course, and mastering theoretical knowledge requires training in real or simulated cases and scenarios. Through bilingual teaching class organization, students can participate in real or simulated business negotiations, apply the knowledge and skills they have learned, and engage in practical exercises. This practical teaching approach can strengthen students' practical skills, improve their ability to handle complex situations and problems, and cultivate their flexibility in applying acquired knowledge and skills in business negotiations.

2. Measures to Conduct High-Quality Bilingual Teaching Class Organization in International Business Negotiation

Firstly, clarify the teaching objectives. Before starting the organization of bilingual teaching classes, it is essential to clearly define the teaching objectives. The objectives should explicitly state the language skills, cross-cultural communication abilities, and business negotiation strategies that students need. For example, improving students' oral expression and listening skills in business negotiations, enhancing their teamwork skills, and cultivating their cross-cultural awareness and adaptability. Subsequently, select appropriate teaching materials and resources. The selection of suitable teaching materials and resources is critical for bilingual teaching. Materials should include real-world business negotiation cases and relevant business documents to help students understand the practical aspects of international business negotiation. Additionally, internet resources, business magazines, videos, and other materials can be used to support teaching. Furthermore, plan and design effective teaching activities. Design various teaching activities to stimulate student interest and active participation. For example, role-playing can be conducted to allow students to practice their language skills and negotiation strategies in simulated business negotiation scenarios. Group collaborative projects can also be organized, enabling students to research and resolve real or virtual business negotiation problems together.

Secondly, provide bilingual support and guidance. In bilingual teaching classes, providing bilingual support and guidance is crucial for students' learning. Teachers can use bilingual teaching methods to help students better understand and apply business terminology and concepts. Translation or explanations from English to the students' native languages can be provided when necessary. Furthermore, teachers should encourage students to communicate and practice in English to enhance their language skills. It's worth noting that nurturing teamwork and leadership skills is essential. Teachers can organize students into small groups, where they collectively formulate business negotiation strategies and divide tasks. Through this approach, students can learn about the responsibilities and contributions of different roles in business negotiations and develop their leadership potential.

Thirdly, enhance cross-cultural awareness and adaptability. International business negotiations often involve cooperation with individuals from diverse cultural backgrounds, and understanding and respecting their cultures are critical for successful negotiations. In bilingual teaching classes, cross-cultural awareness and adaptability can be strengthened by introducing cases from different cultural backgrounds, discussing cross-cultural challenges, and simulating cross-cultural negotiations.

Finally, plan for systematic assessment of students' learning outcomes. Timely assessment of students' learning outcomes in bilingual teaching classes helps teachers understand students' progress and provide targeted feedback and guidance. Assessment can be conducted using various methods, such as oral presentations, written assignments, group project presentations, and role-playing in business negotiation practice.

3. Conclusion

International Business Negotiation bilingual teaching has significant potential for future development and opportunities. To meet the needs of students at different levels and with different requirements, there is a need for further development of diverse teaching materials and resources. This includes the creation of more textbooks, case studies, and simulation materials. Additionally, leveraging internet technology

and multimedia tools to provide richer online resources and learning platforms can enhance the learning experience. Teachers can also explore more teaching methods and strategies to stimulate student interest and engagement, such as project-based learning, cooperative learning, scenario simulations, and role-playing. Encouraging active student participation in classroom discussions and practical activities can improve their practical negotiation skills.

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