Research about Bilingual Education Issues in Business Intelligence Teaching

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Abstract—**This paper raises three issues about teaching in business intelligence class, including class content, talents abilities, and practical abilities. Based on the teaching experiences on this class, this paper provides frameworks to combine bilingual, extends, professional teaching materials as inner-class content and extracurricular activities, English forum, business visit as outer-class content together to improve the quality of class. Create projects, competitions, oversea studies, and finally entrepreneurship to develop student talents. Followed by with laboratories and training camp to improve students' practical skills of business intelligence. Finally, the paper discusses different approaches to achieve the goals above with different aspects.**

Keywords—Teaching methods; bilingual teaching; business intelligence class;

I. INTRODUCTION

Business Intelligence (BI) is bringing tremendous changes to the pattern of World Trade and the mode of economic growth, it has become one of the main tools for economic and trades in the 21st century. As the technology and form of new business intelligence are disseminated in English first, the internationalization of business intelligence is becoming increasingly demanding. It makes English Teaching in business intelligence class become more important than ever. However, the teaching of English in Business Intelligence still presents the situation of the division of curriculum and specialty, which leads to the repeatability and inefficiency of teaching and is not conducive to the cultivation of talents.

While the research, teaching and application of Business Intelligence (BI) in foreign countries have been highly valued and a series of important achievements have been achieved, there are some problems in BI teaching in China, such as the disconnection between theoretical knowledge and international situation, the obsolescence of cases, the mismatch between teaching methods and current situation, and the interaction between teachers and students. Long standing problems such as foot. On the other hand, under the background of economic globalization and China's economic integration into the global economy, the ability to think, work and communicate in the international language has been paid more and more attention.

This ability has also become an effective tool for Chinese talents to participate in international competition. Finally, through all-English teaching, bilingual teaching and related courses construction of the relevant business intelligence classes in recent years, the professional classes and teachers have realized the importance of international teaching in business intelligence majors should actively carry out the internationalization of education so that students can have a strong international communication ability in their professional fields. At the same time, it should broaden its international vision, enhance the ability of cross-cultural communication and cooperation, and participate in international competition to meet the needs of national economic and social development.

In view of this, this paper aims to break the separation between Business Intelligence Specialty and English teaching, combine them organically and penetrate each other, construct a comprehensive, systematic, step-by-step, coherent bilingual teaching system of Business Intelligence, so as to cultivate international students with certain academic English communicative ability and high humanistic quality[1][2]. Applied and innovative talents.

II. CURRENT ISSUES NEED TO STUDY

A. How to Implement Effectively of Class Content Management in International Teaching System

Currently, the business intelligence class offered by colleges and universities is still under the traditional teaching mode, the teaching system and teaching planning cannot catch up with the rapid knowledge development, the teaching of business intelligence in Colleges and universities is still in the traditional foreign trade environment or computer science mode, which is separated from the system of current business intelligence situation. Hence, how to effectively strengthen the internationalization of teaching content management, enable students to effectively learn the internationalization of the course content, and can learn the knowledge of digestion and absorption, and ultimately improve the internationalization ability is the project to solve the problem

B. How to Effectively Improve the Competitive Ability of Business Intelligence Talents in the International Teaching System

Business Intelligence as an interdisciplinary, its importance and strong application has been recognized by the industry, the landscape of business intelligence related works expand widely, and its competitiveness is increasingly prominent. The demand for internationalized talents in business intelligence will usher in a blowout period. But at the same time, the business intelligence class has a strong employment competition relationship, which poses a higher challenge to our professional internationalization personnel training on business intelligence. Competitive factors facing job market for business intelligence students are as following fig. 1.
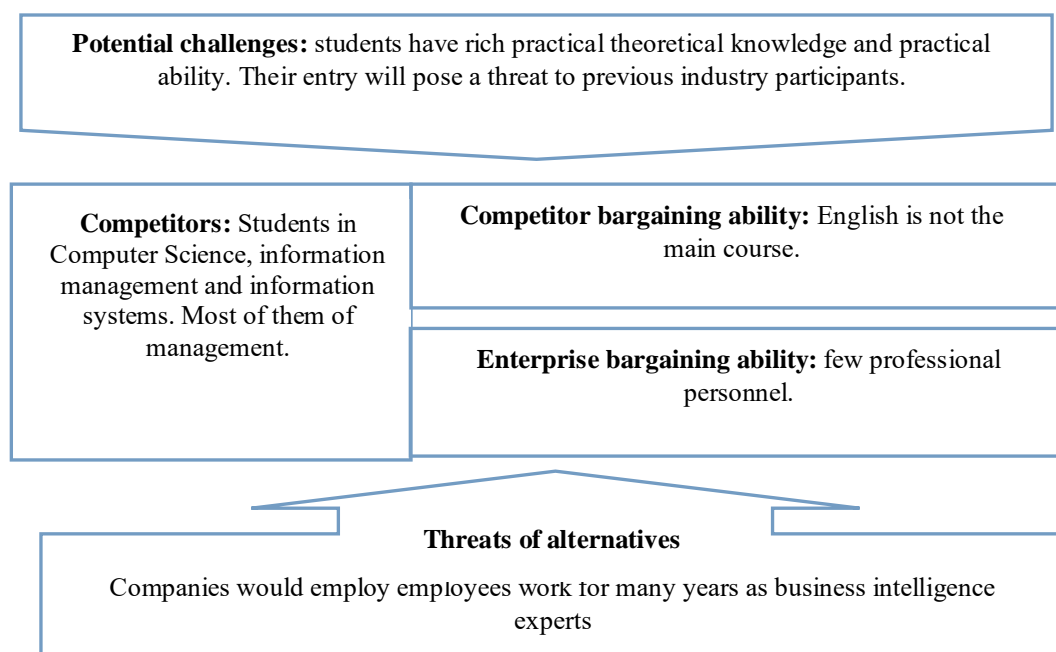
Potential challenges: students have rich practical theoretical knowledge and practical ability. Their entry will pose a threat to previous industry participants.

Competitors: Students in Computer Science, information management and information systems. Most of them of management.

Competitor bargaining ability: English is not the main course.

Enterprise bargaining ability: few professional personnel.

Threats of alternatives

Companies would employ employees work for many years as business intelligence experts

Fig.1 Employment environment analysis of business intelligence professionals

C. How to Effectively Solve the Lack of Practice in the International Teaching System.

Business Intelligence class is very theoretical, involving a lot of professional terminology and professional theoretical knowledge. Practice courses are mostly applied courses for designing and writing computer programs, and most of the classes do not involve internationalization. Most students have limited practical English application ability in business intelligence related work. Subjectively, they think that the internationalization of business intelligence is just college English or professional English. Without practical international experience, students in this class will be in a very passive situation.

How to let the students actually contact the operation and communication process of cross-border e-commerce and foreign business intelligence trade in the teaching process is the key problem to be solved.

D. How to Solve the Integration Process of Business Intelligence Internationalization Teaching Team Construction

Business Intelligence as an interdisciplinary class, the background of teachers should cover engineering, science, business, economics and other disciplines, teachers often focus on explaining the key knowledge of the course in the teaching process, but ignore the class can be interspersed in international teaching part. This will lead to teachers would neglect the professional courses on the understanding of the international teaching system of business intelligence[3].

III.   METHODOLOGIES TO SOLVE ISSUES

To better serve the business intelligence talents training mode, the professional needs, and the professional development needs of students. Fig.2 shows the overview of the steps of how to implement it.
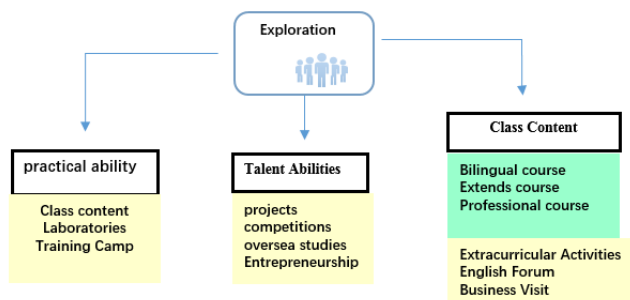
Fig.2 Exploration framework of business intelligence specialty

The Business Intelligence class will adopt the content management method as shown above. The English keywords related to the course and the original English cases will be inserted into the professional technology course and the professional management course to discuss and analyze with the students in the classroom [4]. Because the major is an engineering degree, the professional technology course can let the students in the course. After that, participations in the discussion on the basis of the English specification and the English technical forum will be held.

A. Projects and Competitions

Each semester, teachers will organize students to actively apply for school-level technology and innovation projects. According to the students' interest and technical level, the topic of project with related content will be determined after discussion with teachers. The teacher will pre-check and pre-defense the students' ideas to ensure the success rate of student project declaration. In the process of project execution, teachers and students regularly discuss the progress of the project and solve the difficulties of the project. In order to improve students' ability to solve projects. After get experiences of school-level projects. Teachers would actively encourage students to participate in business intelligence competitions, including municipal and national business intelligence competitions. This will make students gain more on-hand experience and confidence in business intelligence areas, teachers also will have wider views about the class they teaching [5][6].

B. Overseas studies

Students of this class should have opportunities to overseas colleges and universities as exchange students to learn advanced foreign business intelligence technology and concepts. Professional teachers also should encourage students to participate in overseas exchange programs.

C. Entrepreneurship

The entrepreneurial passion of this major student has always been very good. The project team members will guide students to take an active part in the business activities of international business intelligence. This will greatly help students understand and improve their practical ability.

D. The innovation of Course content

This paper attempts find a way to add English materials related to the course to the existing curriculum content, and summarizes the English words and professional meanings that must be mastered in the course. We should fully mobilize and give full play to students' subjective initiative and enhance the interactive relationship between teachers and students [7]. To some extent, students can be trained to listen, speak, read, and write business correspondence manuscripts and professional terms commonly used in business intelligence enterprises [8].

E. Laboratories and Training Camp

Forming a school-enterprise cooperation-based model, schools and enterprises jointly build a business intelligence practice teaching base, and cooperate with international business intelligence enterprises to formulate and implement a joint training plan for professional courses, business and information technology practice [9]. Emphasis should be placed on fostering students' International Literacy, controlling risks and uncertainties, initiative and learning ability.

F. Extracurricular Activities

In order to better implement the goal of training international business intelligence students, it should integrates the teaching and research team of this specialty and the teaching and research group of professional economics and management. Through training and academic exchanges, it strengthens the construction of learning team, thus improving the overall scientific research and teaching level of the team [10]. For example, organize professional teachers to participate in all kinds of international business intelligence teaching seminars, curriculum training, etc [11].

G. Business Visit

Business intelligence industry, cross-border e-commerce industry participants to the school for a series of industry reports and industry lectures. This is also a learning opportunity for our project team members to increase understanding and teaching of the industry.

IV. SUMMARY

This paper represents an idea that implementing the internationalized teaching of Business Intelligence so that English teaching and professional teaching are no longer unrelated, but are integrated into the teaching of professional courses, laying a solid foundation for bilingual or all-English teaching of various professional courses, thus building a comprehensive and systematic teaching system of Business Intelligence.

Through a variety of forms and methods of teaching practice to improve students' internationalization ability, this project will pay more attention to comprehensive case practice, mature project training, actual environment and other forms and methods of teaching practice. In particular, students are encouraged to improve their internationalization ability by strengthening the cultivation of network interaction ability, team cooperation ability and project organization ability.

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