

# The Study of the Bilingual Education Policy in China

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**Abstract.** English-Chinese bilingual education has received extensive attention in China, it is also an important part of Chinese education reform. This paper analyzes the current situation of English-Chinese bilingual education. The paper presents details analysis of the orientation of bilingual education policy, the formulation and improvement of relevant policies and regulations, principles and positions. According to the successful experience of bilingual education in Singapore, this paper proposed that the implementation of bilingual education in English and Chinese should be limited to the higher education stage on Chinese national conditions. Develop English-Chinese bilingual education that should be compatible with Chinese national conditions, so that it can develop harmoniously with Chinese education while avoiding waste of the higher education resources.

## 1. Introduction

The world today is a "global village." The continuous deepening of the globalization process has made it increasingly difficult for most multi-ethnic countries to find a situation in which they are more and more difficult to seek development in a closed state. How to protect and inherit the country's excellent cultural traditions, and integrate with the international community to better promote the development of the country? Bilingual education is an important choice. As China's integration into globalization has accelerated, so does the demand for high-quality bilingual talents with strong foreign language proficiency, especially English proficiency is increasing.

At present, the international community has not reached a broad consensus on the definition of the concept of "bilinguality". The debate on this issue mainly has two tendencies: "idealization" and "reality". The "idealized" understanding of "bilingual" is mainly Bloomfield, which was proposed as early as 1933, that is, the degree of mastery of both languages should reach the level of the mother tongue. In addition, Matthews, Richards and other scholars also believe that bilingualism should be the level and proficiency of both languages when they are used. The second-class scholars tend to understand "bilinguality" more "realistically". Grosjean believes that the ability to use two languages "habitually" can be called bilingualism, and that Macnama II can be defined as bilingual if it is a "slightly" second language.[1]. Chinese scholars reveal that bilingualism is understood from another dimension. She believes that "bilinguality" has a double meaning. In general, it refers to mother tongue (L1) and second language (L2), or mother tongue (L1) and foreign language. It refers to the second language and foreign language. The so-called "second language" is any language other than the first language of the mother tongue, and the foreign language is a non-native language language studied in the country[2]. For example, for most Chinese minority language learners, the native language is the native language, the second language is Mandarin Chinese, and the foreign language is English and other languages. Although the understanding of "bilinguality" is still controversial, it can basically understand "bilinguality" from both narrow and broad aspects: in a narrow sense, bilingual refers to people proficient in two languages (native and second language, or mother tongue). And foreign languages); Broadly speaking, bilingualism refers to people who are proficient in using two languages, and also refers to people who are proficient in using a second language (official standard language) and a foreign language, or "second language (official standard language) and dialect"[3].

## **2. The Change of Chinese-English Bilingual Education Policy**

China has a long history of foreign language education, but compared with the typical countries that have accumulated decades of successful experience in bilingual education in the world, such as the United States, Australia, Singapore and other countries, China's true bilingual education started late [4]. In recent years, the Chinese government has formulated a series of policy documents aimed at promoting the development of bilingual education in English and Chinese from the actual national conditions, which has promoted the development of English-Chinese bilingual education in China to a certain extent. Although the definition of foreign language education and bilingual education in this study is strictly divided, the bilingual education policy implemented in China is closely related to the history of modern foreign language education in China[5]. Therefore, it is necessary to make a simple review of the development history of foreign language education in China, and then analyze the current Chinese and English bilingual education policy on this basis.

### **2.1 Modern and foreign language education in China**

After the founding of the People's Republic of China, China's political and international environment has undergone major changes. China has basically broken diplomatic relations with the Western capitalist countries headed by the United States, and adopted a "one-sided" policy in diplomacy. It has completely turned to the socialist camp headed by the Soviet Union. The political and economic system construction has also actively learned from the Soviet Union. Under the leadership of the national political direction, China's foreign language education policy has undergone a major transformation, and the replacement of English by Russian became the first foreign language of our country at that time.

However, soon after Sino-Soviet relations became tense and ruptured, China's foreign language education policy has undergone a major transformation. In July 1956, the Ministry of Education announced that it would encourage English-speaking courses in areas where English teachers are better. In July 1963, a notice was issued to encourage the opening of a foreign language school. In October 1964, the State Council issued the Outline of the Seven-Year Plan for Foreign Language Education. Redefining English as the first foreign language of school education in our country, and for the first time, incorporating the development of foreign language education into the national long-term development plan.

The emphasis on national policies has led to a rush of "learning English for all". In the education system: there are more than 900 undergraduate English teaching points in China, and there are more than 200 English language and literature masters. Since the third grade in the country, some developed regions have started English courses since the first grade, from Xiaoshengchu to Kaobo. Every major entrance examination, English is the main subject, and English is almost throughout the Chinese school life. Outside the education system: English education has affected the pre-school education stage. "Bilingual kindergarten is a high-grade kindergarten" has almost become a common consensus; the social English training industry is booming, such as New Oriental English training, the number of students has soared 210 times from 1994 to 2004. 3The world-renowned English education institution EF Education Group has conducted surveys in 63 countries and regions around the world since 2011. According to its 2019 English Proficiency Index Report, China's English training market is spread all over the country. 15 billion dollar.

### **2.2 China's English-Chinese bilingual education policy**

With the establishment of English-led foreign language education system in the basic education stage and higher education stage after the reform and opening up, the craze for "learning English for all" is in the ascendant in China. In such an environment, the concept of "English-Chinese bilingual education" has gradually emerged. The scope of this "new" education concept has expanded rapidly. In the 1990s, some colleges and universities in China began to conduct bilingual experiments in English and Chinese. One part of primary and secondary schools and even kindergartens followed suit.

However, during this period, China still has not issued a policy document that is clearly related to bilingual education in English and Chinese.

In the 21st century, China has deepened its integration into the economic globalization system. The economic development is facing new environments and opportunities. The society is no longer satisfied with foreign language talents with only one language ability, and the demand for compound talents is becoming stronger. English-Chinese bilingual education is in line with this historical trend. In order to adapt to the new requirements for talent development in the new era of social and economic development, the state has actively introduced a number of guiding policy documents aimed at promoting the development of bilingual English education in China since 2001, and regards higher education as the frontier for developing bilingual education in English and Chinese. Do *not* print page numbers: Please number each sheet toward the middle near the bottom (outside the typing area) with a soft pencil.

### **3. The Social Influence of Chinese-English Bilingual Education Policy**

#### **3.1 On the Essence of Chinese-English Bilingual Education and the Choice of School Age**

China's English-Chinese bilingual education is in its infancy. Although the relevant educational practice has been widely carried out nationwide, many of its related theoretical hotspots still need further research and discussion, in order to clear the fog and promote the scientific and reasonable English-Chinese bilingual education in China.

From the perspective of English-Chinese bilingualism in China. The phenomenon of English-Chinese bilingualism in our country mainly exists in three situations: globally mobile families, English as a working language, and Transnational families. Multinational families, that is, one of the husband and wife from one country and the other from a foreign country, have a natural bilingual phenomenon. International mobile families, that is, foreigners working in China and their families, often learn Chinese and become bilingual during their study and work in China. The use of English as a professional working language means that in the fields of foreign language teaching, international trade, diplomacy, international academic research, multinational enterprises, etc., English is a necessary working language, and the nature of work determines the relevant practitioners to two languages. The mastery of the need to reach the same level.

#### **3.2 Discussion on the Practice of Bilingual Teaching in English and Chinese in Ethnic (Regional) Colleges**

China's national (regional) colleges and universities have a realistic need to develop bilingual education in English and Chinese. Nowadays, the world has entered the era of economic globalization and is faced with a new technological revolution. The demand for compound talents with certain foreign language ability in our society has been based on the traditional English-based knowledge structure (English + Chinese). /Social Science)" Compound talents, turned to "scientific (English + professional subject knowledge)" professional English compound talents based on scientific and technological knowledge. In order to develop in the new situation, China's ethnic regions must cultivate a group of talents that meet the new requirements of the times. These talents must master both Chinese and professional subject knowledge as well as English as an international lingua franca. National (regional) colleges and universities, as the main position for the cultivation of national talents in China, are duty-bound. The implementation of bilingual teaching in English and Chinese in ethnic (regional) colleges is conducive to promoting the development of ethnic areas and narrowing the development gaps in China. This is the needs of all ethnic groups in our country and the needs of the country.

At the same time, in the English and Chinese bilingual curriculum, more emphasis should be placed on natural science and engineering technology courses, and less on philosophy, religion, and culture. The selection and compilation of bilingual textbooks in English and Chinese should also pay attention to adapting to the mainstream values of our country, especially the textbooks of philosophy,

religion and social sciences. It is necessary to eliminate the potential influence of extremism, terrorism and national separatism. Establish a more rigorous textbook review mechanism. In the construction of teachers in English-Chinese bilingual education, most ethnic (regional) colleges also have great difficulties. The improvement and improvement of these aspects is a long-term process. It is necessary to actively promote the various national (regional) colleges and universities, and more needs the support of national policies.

#### 4. Summary

China's bilingual education should be more reasonable to develop Kangdi. It is also necessary to proceed from the reality of our country and clarify certain principles for the implementation of bilingual education in China. Due to the "addition" attribute of bilingual education in China, China must properly handle its relationship with mother tongue (Chinese Mandarin) education and bilingual education. Based on the previous research on related issues, this study attempts to put forward some suggestions on "what principles should be adhered to in the implementation of bilingual education in China". First of all, in terms of school age selection. Due to China's basic national conditions and unique bilingualism, it is determined that most of our nationals do not need to become bilinguals with English proficiency and native language proficiency. Therefore, China should carry out targeted bilingual education in specific stages and specific subject areas. , targeted training of bilingual talent. Secondly, in the relationship between bilingual education in English and Chinese and bilingual education in the Han and Han. Since the bilingual education of the people and the people is an unshakable basic national policy in the field of education in China, it is an important institutional guarantee to strengthen national and national identity and promote national equality, national unity, and common prosperity of all ethnic groups. Therefore, in our national (regional) colleges The school should carry out bilingual education in English and Chinese to avoid conflict with bilingual education in the country.

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