

Discussion on Bilingual Teaching Mode in Colleges and Universities Based on "Learning Situation Analysis" -Taking Tourism Management Major of Shandong Technology and Business University as an Example

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ABSTRACT

Bilingual teaching is not only an important means for China's higher education to adapt to the development needs of internationalization trend, but also an important means to cultivate high-quality diplomatic talents with international vision. Teaching students in accordance with their aptitude is an important teaching method and principle, and the premise of this method and principle is learning situation analysis. This paper investigates the knowledge and experience of the undergraduates majoring in Tourism Management in Shandong technology and business University, and their cognition and attitude towards the implementation of bilingual teaching with questionnaires employed. Based on this, this paper probes into the bilingual teaching mode of Tourism Management in colleges and universities. The results show that the overall English level of students is not very high or even, so it is essential for colleges and universities to timely analyze the learning situation, teach students in accordance with their aptitude, implement targeted teaching, adjust teaching plans, teaching contents and teaching methods according to students' learning situation at any time, and constantly sum up experiences and lessons from practice so as to create a practical and unique way of bilingual teaching. It provides a practical basis for the reform of bilingual teaching of Tourism Management Major in local universities.

Keywords: Bilingual teaching, Learning situation analysis, Teaching mode, Tourism management major.

1. INTRODUCTION

With the globalization of economy and the increasing frequency of international exchanges, the implementation of bilingual teaching is not only the demand of higher education development in China to adapt to the trend of internationalization, but also an important means to cultivate high-quality foreign-related talents with an international perspective. No.4 document of Ministry of education in 2001 clearly requires that "undergraduate education should create conditions for the teaching of public and professional courses in foreign languages such as English". This is the first time that the administrative department of education in China has carried out bilingual teaching mode in the form of documents. Tourism management major has obvious foreign-related and applied characteristics [1-2], so it is more necessary to carry out bilingual teaching in the undergraduate stage. Although

many colleges and universities have carried out bilingual teaching courses and accumulated some bilingual teaching experience, due to the uneven quality of students and many restrictive factors in all aspects of the school [3], there are still many problems in the implementation of bilingual teaching in colleges and universities in China, and the research on bilingual teaching in this country is still in its infancy.

2. LITERATURE

2.1. Bilingual Teaching

Bilingual education, as the name implies, is to use two languages to teach, complete the corresponding teaching tasks, so that students can use the two languages to master the relevant professional knowledge or skills, so as to achieve the established purpose of learning. In China, bilingual teaching in colleges and

universities mainly implements the bilingual teaching model of Chinese and English. Bilingual teaching is different from the traditional English teaching. It is a complete teaching system which integrates the setting of major, the choice of teaching materials, the use of professional English and so on. It is closely combined with professional knowledge and goes beyond the independent process of language learning.

As the educator, Mr. Ye Shengtao, said: There is a law in teaching, but there is no definite method in teaching. In bilingual teaching practice, if teachers want to "get the law", they should teach according to their aptitude on the basis of learning situation analysis and adopt the most suitable teaching method for students, which is also an important teaching method and teaching principle of bilingual teaching in colleges and universities [4-5]. Only by understanding the cognitive level, learning ability and their own quality of different students to the greatest extent before the implementation of curriculum teaching, can teachers choose learning methods suitable for the characteristics of most students to carry out targeted teaching, give full play to students' strengths, make up for students' shortcomings, stimulate students' interest in learning, and establish students' confidence in learning, so as to promote students' all-round development.

2.2. Learning Situation Analysis

The analysis of learning situation usually includes the evaluation of students' knowledge and ability level, learning interest, interest in learning, learning habits and learning methods, etc. Understanding the learning situation is the basis of making a teaching plan, otherwise the teaching plan will be lack of practical operability.

First of all, learning situation analysis is the basis of teaching goal setting. Only by truly understanding the existing knowledge, experience and psychological cognitive characteristics of students, can teachers explain the teaching objectives from the aspects of knowledge and skills. Secondly, the analysis of learning situation is the basis of teaching content analysis (including the selection of teaching materials). Only for specific students can teachers define the key points, difficulties and key points of the teaching content. Furthermore, learning situation analysis is the foothold of teaching strategy choice and teaching activity design. Only by considering the knowledge and experience of students to formulate teaching strategies, can teachers really implement teaching activities such as explanation, operation, practice, cooperation and so on, otherwise teachers will fall into self-performance of wishful thinking. In a word, the analysis of learning situation is the concrete implementation of the student-centered teaching concept.

3. INVESTIGATION AND ANALYSIS ON BILINGUAL TEACHING OF TOURISM MANAGEMENT MAJOR IN COLLEGES AND UNIVERSITIES

The learning situation can be obtained by means of test and questionnaire survey. Through a questionnaire survey among the undergraduates majoring in tourism management in Shandong Technology and Business University, the author deeply understands the existing knowledge and experience of the undergraduates majoring in tourism management in local colleges and universities and their cognition and attitude towards the implementation of bilingual teaching, and on this basis probes into the teaching mode of bilingual courses for tourism management majors in colleges and universities, which provides a realistic basis for formulating the bilingual teaching reform plan for tourism management majors in local colleges and universities. The questionnaire was issued from January 16 to 26, 2019, and 318 valid questionnaires were collected. Among the students surveyed, the proportion of male and female students was 21.5% and 78.5% respectively. The vast majority of students (82.4%) have received bilingual teaching. The sample statistical results are shown in Table 1, and the survey data analysis shows as follows:

3.1. Students' Own English Level

The sample shows that the majority (71.1%) of the students fail to pass the CET-4, and only 1.3% of the students pass the CET-6. The overall English level of students is not very high, and the basic knowledge of English is not solid, which makes bilingual teaching face certain challenges. Specifically, more than half (54.9%) of the students reported that their weakest link in English is listening, while 22.3% of the students thought their oral expression ability was the weakest. At the same time, 11.4% of the students thought that their English reading and writing abilities were the weakest. Although the students' English level is not very high, their expectations for bilingual courses are still high. The vast majority (81.8%) of the students think that it is necessary to set up bilingual courses.

3.2. Students' Expectation of Bilingual Teaching Plan and Goal

Most of the students (40.2%) thought that the second grade was the most suitable grade for bilingual courses, and 28.3% and 21.6% of them advocated the first and third year courses respectively. Only 9.9% of the students advocate bilingual courses for senior year students. This is because the senior students are facing the pressure of postgraduate entrance examination, job hunting, writing graduation thesis and so on. More than half (55.6%) of the students believe that professional

compulsory courses are more suitable for bilingual courses, and nearly one third (27.9%) believe that bilingual teaching mode can also be adopted for professional elective courses when conditions permit. Because students expect to improve their professional English (48.4%), expand their tourism knowledge (36%), and broaden their international vision (15.6%). The vast majority (74.5%) of the students expect to improve their oral English ability through bilingual courses, which reflects the obvious foreign-related and applied characteristics of tourism management major. It is in line with the original intention and goal of offering bilingual courses in China's higher education in order to adapt to the trend and needs of International development and cultivate high-quality foreign-related talents with international vision.

Nevertheless, most students (41.8%) hoped that 50% - 80% of the courses would be taught in English, and more than one third (35.6%) of the students hoped that 30% of the courses would be taught in English, while only 5.3% of the students advocate that more than 80% of the courses would be taught in English. Therefore, the vast majority of students (73%) hope to implement graded bilingual teaching. On the examination methods of bilingual courses, 29.4% of the students advocated the examination form of Chinese answer in foreign language proposition, and 27.7% and 24.7% of the students hoped to adopt the examination form of non paper examination and foreign language answer in foreign language proposition respectively. 18.2% of the students accepted the examination form of Chinese proposition and foreign language answer. It can be seen that students' English level is not very high as a whole, and it is uneven. Teachers can adopt flexible course inspection methods in the process of bilingual teaching, and grade teaching can be considered when conditions permit.

3.3. Students' Perception of Factors Influencing Curriculum Quality

Among all the factors that affect the quality of bilingual teaching, the student factor (36.9%) is the most important one. The students surveyed repeatedly stressed that they should read, practice, write and speak more, and really participate in bilingual teaching. Therefore, students are the main body of bilingual teaching, which is the starting point, basis and end result of bilingual teaching, and the analysis of learning situation is the prerequisite for bilingual teaching to realize students' subjectivity and implement quality education. At the same time, teachers (36.2%) are also concerned by students, and teachers' ability is selected as the key factor to affect the quality of bilingual courses. In the process of teaching, teachers should always reflect students' dominant position, give full play to students' initiative and enthusiasm in the process of

learning, and stimulate students' interest in learning by creating a charming bilingual teaching classroom atmosphere.

In addition, teaching methods and means (23.2%) are also important factors affecting the quality of bilingual courses. Among them, teachers' lecture is still the most popular teaching method and means for most students (55.9%), while more than one third of students (35.7%) prefer group discussion and role play, and only a few students (8.4%) agree with the teaching method and means of individual initiative speech. Therefore, a strong team of teachers is an essential element to carry out bilingual teaching smoothly and effectively. In addition to the traditional classroom teaching, teachers should be good at creating inquiry situations for students in the teaching process, and let them carry out scene simulation, cooperation and communication in groups, so as to fully mobilize students' subjective initiative and creativity. Therefore, the leading role of teachers is the condition and fundamental guarantee of reflecting students' dominant position. In addition, a very small number (3.7%) of the students think that the choice of teaching materials will also affect the quality of bilingual courses. Nearly half of the students (46.2) advocated the use of the original foreign language and Chinese annotated books as bilingual teaching materials.

4. SUGGESTIONS ON BILINGUAL TEACHING

4.1. Change the Concept of Education and Set Up the Concept of Bilingual Teaching with Students as the Main Body

In today's society with the rapid development of science and technology and increasingly intelligent production process, higher education is undergoing a profound transformation from "exam oriented education" to "quality education". Classroom teaching is the main position to implement quality education. The embodiment of students' dominant position has become an important symbol of modern classroom teaching and an important standard to evaluate a class. Only by making students become the main body of classroom teaching, can teachers realize the subjectivity of students, and then implement the quality education with promoting the development of students' subjectivity as the core.

Idea is the forerunner of behavior, so what kind of educational idea will guide people to take corresponding educational behavior. The essence of the change of educational concept is to deal with the relationship between teachers and students and between teaching and learning comprehensively and correctly, to measure the development of students with the development of subjectivity, to design all the work in teaching with the idea of subjectivity, so as to make students truly self-

conscious, initiative, active, independent, creative and developing, and to become a self-conscious "learning subject" of self-development and improvement of internal needs, This is the ultimate end result of students' dominant position.

4.2. Set up the Bilingual Teaching System Scientifically and Reasonably Based on the Analysis of Learning Situation

It is the original intention and goal of bilingual courses in Colleges and universities to cultivate high-quality foreign-related talents with international vision. Therefore, bilingual courses should be combined with the actual situation of tourism management major, fully consider the students' English foundation, flexibly formulate the overall teaching framework of bilingual courses, and adjust the syllabus, teaching plan and class hour arrangement accordingly. According to the actual requirements of students and the setting of the syllabus, bilingual courses are mainly included in the curriculum of the second grade and part of the third grade. Step by step, gradually find the most suitable teaching mode for students and teaching requirements.

In view of the fact that students' English foundation is relatively weak, colleges and universities can set up professional compulsory courses as bilingual courses by providing good teachers, so as to effectively improve students' professional English level, especially their oral English expression ability, expand their tourism professional knowledge, and expand their international vision. As listening is the weakest link in students' English, the proportion of English teaching in bilingual courses can be controlled at 50% - 80%. Meanwhile, flexible course inspection methods such as Chinese answer in foreign language proposition, non paper inspection, foreign answer in foreign language proposition and Chinese answer in foreign language proposition can be adopted in bilingual teaching, If conditions permit, bilingual teaching should be carried out at different levels.

In order to carry out the bilingual teaching of tourism management, it is necessary to build a team of bilingual teachers with high quality. Schools can help bilingual teachers improve their teaching ability and form a benign interactive development mechanism by implementing a feasible teacher training plan. Colleges and universities can let teachers "go out" and go abroad for further study [6], improve the level of foreign language teaching and enrich foreign language teaching skills. At the same time, the school can also adopt the strategy of "bringing in" and introduce some short-term foreign teachers according to the needs of professional courses to enrich bilingual teachers.

Teachers are the key element of bilingual teaching in Colleges and universities. In the process of teaching,

teachers should give full play to their leading role and design teaching work with the idea of subjectivity, so as to effectively realize students' subjectivity. First of all, the establishment of "equal, democratic and harmonious" emotional relationship between teachers and students is the premise to realize students' participation. Teachers should sincerely care for and help every student in their work, often communicate with students, and communicate equally with students, so that they are not only their teachers, but also their friends. Teachers can adopt incentive education for students, fully affirm their progress or achievements, do everything possible to find and praise every advantage of students, and praise them in various forms (one look, one action, one sentence). Secondly, teachers can use a variety of teaching methods and means to create a unique charm of bilingual teaching classroom atmosphere, stimulate students' interest in learning. For professional knowledge and theory, at the same time teachers can use traditional teaching methods; In the process of theory application, the teacher can take the way of group discussion and role play to let the students participate in the discussion, organization, role expression and evaluation of the topic. The project report must be in English throughout the whole process, and the teacher makes the final summary and comments at the end of the project. Through the participation of students, it can effectively improve their sense and ability of teamwork, enhance their ability of initiative, initiative, independence, creation and development, and improve their professional English level, especially their oral English expression ability; For a certain topic or individual problems, students are given the opportunity to speak in English actively during the course implementation.

The teaching content of bilingual teaching is various, and the requirements of teaching materials are very high. Without good teaching materials, students will encounter many problems in the process of learning. At present, there are few bilingual teaching materials that can be used in China, and many professional courses are in the embarrassing situation of no teaching materials available. Due to the high price and profound content of foreign original textbooks, bilingual teachers can draw lessons from foreign original textbooks and domestic bilingual textbooks to compile their own bilingual textbooks or handouts for tourism management majors. This kind of teaching material or handout is not only free from rigid constraints such as the universality of the unified teaching material is not strong, the teaching objectives and requirements do not meet the actual needs of students, but also can meet the practical needs of students at different English levels, and is more conducive to the realization of the training objectives of tourism management talents in different universities.

4.3. Evaluate Teaching Effect and Optimize Bilingual Teaching System

In order to evaluate the achievement effect of bilingual teaching objectives and further adjust and improve the bilingual teaching system that is most suitable for students' growth, teachers should timely test the teaching effect in class, such as encouraging individuals to actively answer questions in English, group discussion and English report. They can also test the teaching effect through homework inspection, testing and other methods. Through communication with students, questionnaire survey and other methods, teachers can timely understand the effect of course teaching and students' learning, adjust and optimize the teaching plan and classroom teaching according to the learning situation, and improve the teaching quality. At the end of the course, the teacher can test the teaching effect of the course and improve it according to the examination situation of the students or the course summary written by the students.

5. CONCLUSIONS

Talents are the soul of the development of the industry, and bilingual teaching is plays an important role in the cultivation of international compound talents. Strengthening the bilingual teaching of Tourism Management Major in Colleges and universities is not only conducive to the cultivation of professional talents to meet the needs of the current international development of China's tourism industry, but also can provide corresponding industry talents for the local and regional tourism industry to realize the international development. At present, the overall English level of students is not very high or even. Therefore, in the process of implementing bilingual teaching, colleges and universities should timely analyze the learning situation, teach students in accordance with their aptitude, implement targeted teaching, adjust teaching plans, teaching contents and teaching methods according to students' learning situation at any time, and constantly sum up experiences and lessons from practice so as to create a practical and unique way of bilingual teaching.

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