



# Exploration and Practice of Bilingual Curriculum for Chinese Foreign Cooperation in Higher Education

Junbo Zhao<sup>(✉)</sup>

Dalian Jiaotong University, DaLian 116028, China  
zjb3636@163.com

**Abstract.** Through research and analysis of foreign-designed courses, The author propose a new teaching model, integrate different educational concepts and teaching methods from domestic and foreign universities into bilingual curriculum, and form a reasonably teaching process from China-designed courses to bilingual courses and to foreign-designed courses. It can not only improve the professional capability and practical skills of students, but also increase students' literature reading ability and communication skills in foreign language. The teaching model provides a useful reference for the research about Chinese foreign cooperation in higher curricula education.

**Keywords:** Chinese foreign cooperative education · bilingual teaching · task driven method · teaching reform

## 1 Introduction

After more than 30 years' development, the scale of Chinese foreign cooperation in higher curricula education expanded gradually, school-running patterns tend to be diversified, the cooperation mechanism is innovated continuously, and the academic level is improved steadily also [1]. As of the end of 2022, a total of 324 foreign universities or educational institutions have cooperated with China in running high schools, a total of 1415 cooperation projects (bachelor degree and above) have been approved by the Ministry of Education. More than five hundreds domestic colleges or universities participate in these projects. These cooperation projects cover various kinds of majors, most of these majors adopt the "2 + 2" or "3 + 1" cultivation mode to carry out effective teaching activities [2]. The "2 + 2" undergraduate cooperation project in computer science which are jointly organized by Dalian Jiaotong University and La Trobe University in Australia, for instance, the teaching plan of the major are made by cooperative universities together. Foreign partner contributed at least one-third of the courses for this project and apply rigorous evaluation standards for the project so as to guarantee high quality and protect and enhance the reputation of their university. To ensure high academic standard of cooperative education, foreign-designed Courses are provided for sophomores. These courses are developed based on the foreign university's curriculum

© The Author(s) 2023

R. B. B. M. Hussain et al. (Eds.): ICHSSR 2023, ASSEHR 765, pp. 1443–1447, 2023.

[https://doi.org/10.2991/978-2-38476-092-3\\_184](https://doi.org/10.2991/978-2-38476-092-3_184)

templates, using teaching materials that are germane to the foreign institutions, and employ the foreign university's instruction and assessment methodologies. It takes flexible and modern teaching methods, cultivate professional capability and Comprehensive quality of students. During the learning process, project students may not only learn professional knowledge from foreign professors, but also improve their ability to read foreign literature and communication skill in foreign languages. These students will become familiar with the learning methods of foreign universities and gradually adapt to the social customs and habits in foreign countries. It will lay a good foundation for project students to study abroad in the next two years.

## **2 Significant Difference Between Domestic Courses and Foreign-Designed Courses, is the Main Reason to Affect the Teaching Effectiveness**

During years of teaching practice, the author found that majority of project students often took a long time to adapt to the new teaching method of foreign-designed courses, and result in deficiencies in their academic performance at early learning stage. Through in-depth research, the author found that significant differences in the teaching process between domestic and foreign universities, provides a particular challenge to project students and becomes the leading cause for their unsatisfactory teaching effect of foreign-designed courses. According to an internal survey of last three years, only 72% of students could attain an operating understanding of the course's theoretical principles, only 58% of students could complete homework with relatively high quality, and less than half the students could complete case study analyses independently.

### **2.1 Learning the Subject Matter and Technical Terms in a Foreign Language is Quite Difficult for Project Students**

In the first academic year, project students choose Chinese textbooks for their professional foundation courses, study professional knowledge and technical terms which are expressed in Chinese. Majority of professional terms derived from English literature are difficult to translate, it is truly hard to find corresponding Chinese vocabulary and bring about all kinds of ambiguities. Therefore, when these students learn foreign-designed courses in the second academic year, it is difficult for them to unify the knowledge and technical terms in Chinese and foreign language, and it is easy to form cognitive bias, which bring distinct negative influence on the effectiveness in learning.

### **2.2 Differences in Teaching Methods Between Domestic and Foreign Teachers also Bring Difficult for Students Learning**

Professors from foreign universities emphasize the use of interactive methods to teach students, these methods include group discussion, practice and teamwork etc. Encourage students to learn professional knowledge independently by the use of various teaching resources, such as libraries and the Internet. Particularly emphasize the practical (Lab) process which can further improve students' academic performance. Chinese students

have become accustomed to the traditional teaching style, feel it is difficult to adapt to this new teaching mode initially, together with lack of foreign language proficiency, the majority of domestic students are satisfied with reading and listening only, unable to fully and deeply understand the connotation of foreign-designed courses.

### **2.3 The Assessment of Learning is Different Between Domestic and Foreign Universities**

Practice process play an important role in cultivating students' handling capability and practical ability, so assessment of practice part is particularly emphasized in the learning process of foreign-designed courses, and accounts for a higher proportion of students' final result. The proportion of practice, class participation and paper test in the whole performance of curriculum evaluation is usually 4:3:3. In practice process, students are often divided into several learning groups and collaborate on different projects, thereby their professional knowledge and operation ability could be evaluated comprehensively. On the contrary, paper test is the largest part of evaluation in domestic courses, it usually accounts for 70% to 80% of final score.

## **3 Develop Teaching Reform of Bilingual Curriculum and Implement Teaching Process Optimization**

There are significant differences in the teaching process between domestic and foreign universities and it is cognitive load for project students. In order to address the challenge, it is highly necessary to perform bilingual curriculum reform, integrate different educational concepts and teaching designs from domestic and foreign universities into bilingual curriculum, and form a relatively reasonably teaching process from China-designed courses to bilingual courses and to foreign-designed courses, are more suited to the unique needs of project students [3].

### **3.1 Analyze the Foreign Curriculum in Detail and Interpret the Teaching Process**

In order to get a better understanding of the characteristics of foreign-designed curriculum templates, the following measures should be taken.

Analyze teaching materials and resources of foreign-designed courses carefully, such as textbooks, teaching plans, teaching schedule etc. Arrange professional teachers as assistant in foreign-designed courses, it is an effective method for cultivating qualified teachers of bilingual courses. Organize discussions of foreign-designed courses regularly, identify and resolve problems. Seek advice and counsel broadly, especially from students, teaching management staff and other support staff.

The foreign-designed curriculum has distinct characteristic, the practical teaching covers almost every aspect of courses, such as Selecting or compiling textbooks, designing teaching plans and teaching process, recruiting high-quality teachers, evaluation and assessment. Foreign universities emphasize the cultivation of professional ability in teaching process, adopt various flexible and attractive teaching methods, combine the cultivation of practical skills with professional training organically, and construct a different and unique teaching setting.

### **3.2 Deeply Deconstruct Teaching Models of Foreign-Designed Courses and Promote Teaching Reform of Bilingual Curriculum**

Select bilingual course textbooks based on students' academic level of foreign language and professional abilities. The educational management departments give priority to excellent bilingual textbooks, it is beneficial for students to grasp English professional terminology and develop practical skills simultaneously. At the same time, in order to unify students' understanding, course teachers compile the bilingual table of professional terminology and distribute to students as the preview materials before the class. Through targeted preparation, students deepen their understanding of professional knowledge and improve their learning effectively.

Improve the mechanism of selection and assessment for bilingual course teachers, and optimize the academic structure of bilingual teachers. The professional teachers who have good oral English skills, especially those with overseas learning experience will be given preference to teach bilingual courses. In order to ensure the academic quality of bilingual teaching, it is required that professional course teachers should teach the same course in Chinese at least twice before applying for bilingual teaching. These teachers can obtain the qualification of bilingual teaching only after passing through a series of strict processes of training and assessment [4].

Design teaching plans based on the task driven method to further improve practical abilities of project students. The teachers analyze and break down the teaching contents before teaching, determine subdivision of teaching tasks and adjust teaching schedule accordingly. During the teaching, the task driven method is used to promote the teaching process. Through a series of interactive processes such as task introduction, teacher-student interaction, problem analysis, practical operation, knowledge transfer is completed in high quality. Bilingual teachers apply a large number of practical cases in teaching, encourage students to participate in these cases actively and discuss with teachers or other students, which have an interactive effect on improvement of students' practical ability. In the process of developing courseware, the teachers display the flow charts and execution processes of practical cases one by one, it is benefit to improve students' concentration in classroom and learning interest effectively. The teachers can call annotations of professional terms at any time [5]. It is helpful to increase the information quantity of classroom teaching and improve the teaching quality effectively.

Highlight the practical assessment process and integrate the learning process into the examination process. In the assessment of bilingual courses, the teachers also refer to evaluation system of foreign-design courses. The content of assessment takes into account both theory and practice, include of assignment, class participation, quiz and final test, the key point of evaluation focus on students' capability in analyzing and solving problems. The evaluation of assignments is usually conducted using the online evaluation system, students may log in and submit their homework online, debug the exercises based on the feedback results repeatedly until their problems solved. These assignments not only examine students' practical abilities, but also frees them from the tedium of theoretical learning, and help students truly feel the joy of learning. Years teaching shows that, many students still use the online evaluation system to continue their learning even after the assessment, it truly achieved the purpose that the evaluation process is also a learning process.

## 4 Conclusions

Years teaching practice shows that the bilingual curriculum reform has achieved the expected teaching results, not only improve the teaching quality effectively, but also increase students' foreign language level, and lay a solid foundation for their further study abroad in the future. The teaching model provides a useful reference for the research about Chinese foreign cooperation in higher curricula education.

## References

1. Ministry of Education of the People's Republic of China Chinese Foreign Cooperative Education Supervision Information Platform [EB/OL] [2012-04-25].
2. Zeng Manchao, Lin Le The internationalization of higher education in the United States, Britain, and Australia [J] Peking University Education Review, 2009 7(2): 75–102.
3. Huang Chongling Analysis of Core Concepts in Bilingual Teaching [J] Journal of Foreign Languages, 2008 (1): 137–139
4. Shieh. D Lectures are gone in 60 seconds [J] Chronicle of higher education, 2009.
5. Zhao Xiaojing, Zhang Liping Discussion on bilingual teaching quality assurance system in ordinary universities [J] Journal of Jilin Provincial Institute of Education, 2011,27 (5): 13–14

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

