

Research on Bilingual Teaching Reform in Applied Universities under Educational Internationalization Background

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Abstract—The thesis aimed to solve the problem of non-effectiveness and low quality of bilingual teaching in applied universities, it made deep investigation and analysis on bilingual teaching reform in applied universities under the educational internationalization background. Based on discussing the problems of bilingual teaching in applied universities, this thesis analyzed the development opportunities of bilingual education reform under the educational internationalization background, and proposed path selection of bilingual teaching quality improvement in applied universities.

Keywords—Bilingual teaching reform; Applied universities; Path selection; Educational internationalization background

I. INTRODUCTION

Teaching quality is the key to ensuring the quality of personnel training. The implementation of bilingual education is an inevitable choice for China to go global and be in line with international standards. Since the Ministry of Education first proposed in 2001 that “the undergraduate course should create conditions to achieve foreign language professional courses”, bilingual teaching has been put into practice in most universities in China. Universities have tried to use this approach to complete the integration with advanced foreign teaching methods and concepts. However, the supply of talents under the existing bilingual education model cannot meet the current strong demand for internationalized talents, which makes the effectiveness of bilingual teaching in universities widely questioned.

With the advent of China's higher education reform under the impact of the new round of education internationalization, people began to re-examine the bilingual teaching in colleges and universities ^[1]. Despite the difficulties, bilingual teaching is still the strategic choice for the internationalization of higher education in China, and it is an important measure for the reform of higher education curriculum in China ^[2].

II. PROBLEMS OF BILINGUAL TEACHING IN APPLIED UNIVERSITIES

A. Bilingual Teaching in Universities Failing to Overcome Foreign Language Environment Limitations

As a communication tool, language learning can only be improved through continuous practice, and the lack of language environment will indirectly affect the motivation of students to learn foreign languages and the effectiveness of bilingual teaching. The foreign language in bilingual teaching in China is mainly English. According to the world English concentric circle theory proposed by American scholar Kachru in 1985, China is an extension of English. There is a problem of poor foreign language application environment and weak bilingual relevance. Moreover, it is easy to interfere with Chinese rules and habits. There is an error expression. These issues can expose students to vague, slack expectations and needs for English applications. Therefore, whether the bilingual teaching carried out in this environment can effectively exert its true effect is a question worthy of discussion ^[3].

B. Bilingual Teaching in Universities Failing to Maintain Bilingual Balance

Bilingual balance is an unavoidable problem in bilingual teaching. Once it is handled improperly, it may increase the risk of degrading mother tongue ability, and may limit students' foreign language learning ability, thus making bilingual teaching deviate from the expected development track. It can be seen that whether bilingual education can obtain bilingual (including mother tongue and foreign language) in the bilingual balance (including mother tongue and foreign language) in the dynamic balance of professional knowledge, language use, culture and cognitive ability is an urgent problem in bilingual teaching ^[4].

C. Bilingual Teaching Failing to Achieve Orderly Connection with Basic and Professional English Teaching

There are three forms of the basic English teaching, professional English teaching and bilingual teaching in English teaching for non-English majors in Chinese universities ^[5]. In terms of attributes, the basic English teaching and professional English teaching are both language teaching. The teaching goal

is to cultivate language ability; bilingual teaching belongs to professional knowledge teaching, and the teaching goal is to cultivate the professional quality of learners. However, from the current situation of English teaching in universities, the effect is not satisfactory. Some scholars believe that the current bilingual teaching only emphasizes the aspect of "foreign language teaching", which has actually damaged the teaching of professional subjects, decentralized the teaching objectives of professional subjects, and reduced the quality of teaching. At the current stage, how to deal with the relationship between bilingual teaching, basic English teaching and professional English teaching is the focus of college English teaching reform.

D. Bilingual Teaching in Universities Failing to Form Perfect Teaching System

At present, bilingual teaching system of applied universities is generally imperfect. The main problems are: the bilingual teaching curriculum is not perfect, the number of bilingual courses is still small, and the bilingual teaching materials and teaching content are lacking. The bilingual teaching skills need to be improved, mainly as the interaction between teachers and students is not obvious enough, and the degree of mastery of students is uneven^[6]. The bilingual teaching model needs to be improved, mainly in the inaccurate positioning of teaching objectives, lack of teaching resources, and general classroom teaching effects. The lack of a complete bilingual teaching knowledge platform is mainly reflected in the lack of a complete bilingual communication environment and platform and an effective bilingual teaching practice system.

III. OPPORTUNITIES OF BILINGUAL EDUCATION UNDER EDUCATIONAL INTERNATIONALIZATION BACKGROUND

In recent years, the internationalization of education in the ascendant has provided new opportunities and ideas to bilingual teaching reform, for people to re-examine bilingual teaching in applied universities.

A. Frequent Cross-Border Flows of Educational Elements Alleviating Foreign Language Environment Limitation

The internationalization of higher education is a process of higher education system promoted by multiple subjects and the cross-border sharing of education market, and its important representation is the cross-border flow of educational elements. There are three main forms:

The first form is personnel motivation, mainly refers to the international exchange and training of students. Teachers are studying abroad, hiring foreign teachers, etc.

The second form is the flow of educational programs, mainly refers to cross-border cooperative teaching projects and overseas network teaching.

The third form is the flow of educational institutions, mainly refers to cooperation in running schools and setting up educational and training institutions across borders. The cross-border movement of personnel can build a multidisciplinary international faculty with a cultural background. The foreign teachers who are introduced have the absolute language

advantages. They can express their professional knowledge in plain language and make up for the professional expression of domestic professional teachers. Through "going out", domestic teachers and students can get in touch with the original foreign language learning atmosphere, and stimulate their own teaching motivation and learning motivation.

B. Opening and Sharing of Educational Resources Helping Learners Seek Bilingualism Balanced Development

The internationalization of higher education has triggered an important revolution in the field of education: the opening and sharing of higher education resources marked by the open courses of international elite schools. Since the first launch of the online open class at the Massachusetts Institute of Technology (MIT) in 2001, nearly 2.5 million college students worldwide have achieved the sharing of quality educational resources on the Internet. With the help of the international elite network open class (especially open class with Chinese subtitles), college students can actively seek the knowledge and vocabulary of the mother tongue and foreign language on the basis of the existing native language cognitive system, when learning the professional domain knowledge, thus reach the dynamic balance of development, culture and cognitive ability.

C. Educational Curriculum Internationalization Promoting Foreign Language Teaching Convergence

The internationalization of education in the 21st century is no longer limited to "going out", but to pay more attention to "bringing in" attitude. In order to achieve this goal, Chinese universities need to add an international curriculum. Therefore, the most direct manifestation of the internationalization of education in the discipline construction of universities in China is the increase of international courses. In the future, China's colleges and universities will face a major adjustment of the curriculum structure system with the international curriculum as the core. This requires learners to receive some cohesive courses before they are officially exposed to full English instruction to reduce the strangeness of teaching in English.

IV. PATH SELECTION OF BILINGUAL TEACHING REFORM UNDER EDUCATION INTERNATIONALIZATION BACKGROUND

A. Taking MOOC as Opportunity to Promote Sharing of Qualified Bilingual Education Resources

Firstly, universities should rely on the platform of the MOOC, to gradually adjust the transition of traditional and single teaching objectives to a diversified, dynamic and personalized direction. With the help of MOOC, colleges and universities can give students sufficient attention to individualized learning needs. Students should be allowed to adjust their learning status according to their own learning needs, learning level and learning ability. Teachers' identity should be converted from the past leader to the coordinator. Guide students as much as possible to make rational use of MOOC resources, plan learning progress, and receive learning feedback to complete teaching improvement.

Secondly, universities should thoroughly explore ways, to maximize the use of MOOC resources in different levels of

foreign language teaching. For example, in the public English teaching stage, domestic quality education resources can be gathered to build a series of courses, to achieve elective course content and professional guidance for teachers, and to provide sufficient courses for learners to choose.

Thirdly, universities should gradually explore the hybrid teaching model that integrates classroom teaching and MOOC. For example, the flipping classroom subverts the traditional classroom teaching process of "teaching instructors and student training as a supplement", encourages learners to complete the input of information with rich online course resources before class, and realizes independent learning of knowledge points. In the classroom, the information output is completed through teacher-student interaction, teacher Q&A and student discussion, etc., and finally we can achieve the course teaching objectives.

B. Improving Effective Connection between Bilingual Teaching and English Teaching, Realizing Integration

Firstly, applied universities should improve the effective docking of course settings. In terms of curriculum, colleges and universities should only open courses in the first and second grades of public English classes in the past, so that students can access practical English teaching as soon as they enter the school. It is clear that English learning is not limited to exams but can be used for academic exchanges in English.

Secondly, applied universities should improve the effective docking of textbooks. In the preparation of textbooks, the textbooks of public English classes should be appropriately adjusted to the language difficulty. The professional content should be appropriately added in combination with the professional characteristics. The textbook should be scientific, time, practical and comprehensive, and ensure that students have sufficient input to carry out language communication activities.

Thirdly, applied universities should improve the effective docking of teaching methods. In terms of teaching methods, teachers should motivate students to participate in classroom teaching activities as much as possible, so that boring language knowledge is internalized, and internalized language knowledge is specialized. These habits and abilities are helpful to their bilingual teaching, the understanding and absorption of contents.

Fourthly, applied universities should improve the effective docking of teacher construction. In terms of the teachers construction, English teachers and bilingual teachers should adopt a collaborative teaching model, such as jointly forming a teaching team, regularly communicating and sharing teaching experience and teaching resources; discussing the professional connection between English teaching and English expression of professional problems.

C. Breaking Traditional Bilingual Curriculum

Applied universities should set up a bilingual course group for science majors. All bilingual courses designed and implemented for the purpose of bilingual teaching in the same

profession, are collectively referred to as bilingual curriculum groups.

The design orientation is fourfold: The first step is to emphasize the general teaching function of professional courses, with the core of learning professional knowledge; The second step is to focus on cultivating students, improve international communication ability of professional knowledge, and not overemphasizing the language learning; The third step is to stimulate students' initiative; The fourth step is to develop students' international vision, and cultivate high-quality talents that adapt to economic globalization.

D. Building Bilingual Curriculum in line with Professional Development

Firstly, applied universities should building a scientific and effective bilingual course group chain. Applied universities should build a complete bilingual course group chain. The entire bilingual curriculum group should follow the principle of coherence, simplicity, complexity, and gradual linkage, covering students throughout the professional learning stage of the university.

Secondly, applied universities should make the opening time of bilingual curriculum group advanced. You can consider opening a bilingual course in the first semester of the university and continue to open it in the following semester. If students are exposed to bilingual courses during the first semester of enrollment, the learning environment will make them more willing to accept and adapt to new changes.

Thirdly, bilingual curriculum should include professional frontier courses. Bilingual teaching in colleges and universities under the background of education internationalization should guide students to read, think and discuss the cutting-edge progress in the professional field, in order to improve students' international vision and foreign language application ability of professional knowledge.

Fourthly, the assessment method of bilingual curriculum groups should be based on incentive evaluation. The cultivation of bilingual ability is an ongoing process. The examination of a bilingual course should focus on the perspective of the entire bilingual curriculum group, in order to affirm the achievements of the students at the current stage and encourage them to continuously improve in the subsequent stages.

V. CONCLUSION

Based on the in-depth discussion of problems in bilingual teaching in applied undergraduate colleges, this thesis has analyzed the development opportunities of bilingual education in applied universities under the education internationalization background, and proposed path selection of bilingual teaching quality improvement in applied universities. Under educational internationalization background, applied universities should take the development of MOOC as an opportunity to promote the sharing of qualified education resources, improve the effective connection between bilingual teaching and college English teaching and realize their integration, break the traditional bilingual curriculum and build the new bilingual curriculum in line with professional development. The research

on bilingual teaching in applied undergraduate universities is conducive to improve bilingual teaching quality, and is helpful to cultivate internationalized and applied oriented talents.

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