



Research Raising the Bilingual Teaching Level of Chinese in College

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Abstract

China's admission to the World Trade Organization (WTO), compounded by the rapid global economic growth – over the last decade – had created exuberant need for skilled manpower in China. This is evident by the demand for skilled talent in inter-disciplinary fields related to foreign language training. Mastering foreign language is considered a scarce resource in China as these specialist skilled persons will provide an important trans-culture bridging link with the Western World. The need for such niche skilled manpower had created challenges to Chinese universities to develop accelerated bilingual training programs to cater for such a demand. China's Education Authorities recognize this requirement and had set priorities to administer the local universities to provide such bilingual courses. This article has discussed the professional course bilingual education necessity, analyzes concrete questions which Chinese universities bilingual education exists, and proposed the measures and the suggestions which raises the standard of bilingual education level.

Keywords: Bilingual education, Professional course, Inter-disciplinary talent

1. Correct understanding “bilingual education” meaning

“Bilingual”, the direct meaning is: “Two Languages”, refer to, in some country or some area there are two (or above two) nationality in some country or some area and under there are two kinds (or above two) culture historical perspective condition, possible or must utilize two languages to carry on exchange scene. In these two languages, usually one kind is the mother tongue or the native language, but another language often is the second language or is a foreign language. For example, in the U.S., bilingual mainly refers to can use skilled in English and Spanish; In Canada, mainly refers to can use skilled in English and French; In Singapore, Hong Kong, Macao area, mainly refers to can use skilled in English and Chinese and so on. That is, in fact, bilingual refers two languages which can be carried skilled on human relations, the work and study. Without a doubt, usually says “bilingual” refers to Chinese and English in China.

Bilingual education is containing in-depth surface connotation. “Bilingual education” cannot be understood simply “attends class with the foreign language”, what its emphasis that carries on the foreign language of teaching in the non-language class discipline. Bilingual education is not only refers to the student to listen to teacher to attend class with the foreign language, what stressed is that between the teachers and students carries on the foreign language exchange and interaction in the classroom study.

2. The necessity for implementing bilingual education in Chinese universities

2.1 *Bilingual education is knowledge that provides a pathway for economic globalization.*

With global competition, English is the standard norm to enhance cross culture, scientific and technical exchanges. Grasping English language skills is of utmost importance as it is the facilitator for China to link with the Western World. Simultaneously, China must continue to pursue the publications of academic achievements, internationally. This will enhance international standing, acceptance and recognition of Chinese research publications.

2.2 *Bilingual educations are quality education inevitable trend*

China tradition' applying exam education pattern that pay attention on the grammar teaching and neglect application ability, some students have studied English more ten years, actually cannot use English exchange, cannot understand the specialized material. The bilingual education has broken the original foreign language educational pattern and the

professional course educational model, caused the student to have a good command of the discipline expression and English expression characteristic, could read and translate English specialized material, raised the student English power of thought gradually, caused to handle skillfully in the discipline specialized English. Therefore, through the bilingual education, train the high quality inter-disciplinary talents who both are skilled in the specialized knowledge, and understands English, it is an imperative duty.

2.3 Implementing bilingual education is China education's internationalization need

Speaking of the worldwide scale, bilingual education was already well-established in many national and the local. Some countries according to own country reality, have also implemented "bilingual", "four languages" teaching. Aspects and so on education specification, teachers accomplishment, classroom management, studies appraisal already formed a theory system to suit own country condition, these are worth for China studying and referencing. After China Joins WTO, education modernization and education internationalization has become the university teaching level important manifestation. The bilingual education takes one brand-new teaching way, has taken China and the West culture collision and fusion, the university can have an outstanding bilingual teacher group of have the language and the discipline specialized teaching ability through implementation bilingual education simultaneously, enhances its international competitiveness effectively. In addition, bilingual teaching can also enhance the teacher group' teaching horizontal and the academic level, accelerates the teaching material to renew, plays role of promotes the school specialized construction and the educational reform. At the same time, the bilingual education not only can train native place talented person who has the international competitiveness ability, and but also can attract more international students, then enhanced China educates international competitiveness effectively.

2.4 Bilingual education is an effective measure which trains high-level inter-disciplinary talents

2.4.1 The pedagogy research indicated that if a language course's content closer students functional need, the language teaching more possibly makes the best progress. The bilingual education is precisely lets the student "contact" some special profession, has a good command of English expression rule through comprehensive familiar English in this profession's performance. Bilingual education take the language application as the motive in the beginning, the study process simultaneously is the language application process, may raise the language application ability effectively.

2.4.2 Looking from the discipline teaching, the former discipline teaching takes medium language by the mother tongue; its result is that the specialized knowledge which the student grasps can only apply by mother tongue's way; it is very different with training international talented person goal. The bilingual education caused the medium of teaching to change as the discipline and the topical glossary take the mother tongue as a standard norm

3. Existing questions of bilingual education practice in the Chinese Universities

3.1 Unreasonable curriculum

3.1.1 In the curriculum establishment, the ordinary university had finished the general English teaching in university's second grade; this has the extremely bad influence to university student's English study. Because there are lacked enough English curriculum, what English study are more depends upon student's self-consciousness. Before bilingual curriculum start, the student should have enough English application ability, prepares for full for the bilingual class's start. This set a higher request actually to student's English ability, namely: Not only need be able to spell out over English literature, to understand the professional course which teaches with English, but must be able to use English discussion and reply specialized question, expresses own thought and viewpoint accurately. Looked from this significance that the bilingual curriculum should be better opened after the public English has studied in the fourth semester, thus guaranteed effectively the student completes transition from English learning phase to English operational phase ,make the students to regard English is to gain effectively each kind of knowledge tool, this is e English study real sense.

3.1.2 Classroom population establishment is not too reasonable. It is well known, the language study effect is usually in reverse proportion with the student population. Especially bilingual education curriculum, if more excessively population, the student accepts the specialized English ability not to be high, interactive not strong in classroom teaching, causes bilingual education quality not to be impossible to be too high.

3.2 Selecting the bilingual teaching material is not suitable

Looked from the present situation, quite part of universities direct use English first-edition teaching material in the bilingual education early time stage; Along with bilingual education's unceasing development, some universities already started to compile the teaching material themselves. First-edition educational material's content has manifested theory foresightedness, it is also advantageous in the student learns the front theoretical knowledge and the newest practice development tendency, choice first edition English teaching material may guarantee that the student understands the original knowledge, has built a comprehensive engagement English environment for the student, including use the topical glossary accurate, express the specialty , West's specialized teaching mentality and to the knowledge cognition

procedure, lets the knowledge which the student learns, regardless of form and content can with the world mainstream technology and the thought connection. But often with difficulty that found the depth suitable teaching material in the overseas first-edition educational material, even if found one to be more satisfied, maybe there are some different of the standard or the rule, but could not use; or maybe there are some different in the teaching material compilation style and the order, but was inappropriate.

3.3 Classroom instruction method is unitary, not nimble, and cannot transfer enthusiastic which the student studies

Because the bilingual curriculum involves specialized class numerous diverse, and lacks the unification teaching material and system's management, in addition the study period is limited, causes the bilingual education method obsolete monotonous, the teachers follow the traditional pattern of "writing generation saying" the form are unitary, the unusual interaction, the classroom is tasteless, the student accepts teacher's full house to fill from beginning to end, teaching effect difficult entirely as desired.

3.4 The teacher's strengths are deficient

The teacher is the most direct executor of bilingual education, teacher's language proficiency and the quality of teaching direct relation bilingual education success or not. Looking from the bilingual education practice, the university carries on the bilingual education and achieve the bilingual education goal through the bilingual education development, the teachers is the key. Bilingual education's highest level request the teacher to be able to achieve that transition skilled between the bilingualism in the classroom, expresses the specialized knowledge accurately. Thus, there are higher request to teacher in the bilingual education, not only they have specialized profound and English is good, but also requests teacher to carry on English indication specialized knowledge, analysis topical glossary simultaneously to have the good education, teaching management ability. Therefore, speaking of the bilingual education, the bilingual teacher must have the foreign language and the special disciplines two knowledge at least. But the actual situation is actually, the teacher understands the foreign language but unable to be competent the specialized discipline, either the teacher understands the specialized discipline, but the foreign language proficiency is unsatisfactory, this will affect the bilingual education development. Therefore, enhances the bilingual education teachers troop level is the key.

4. Raise the Chinese university professional course bilingual education level measures

4.1 Adjust curriculum system

4.1.1 Designation appropriate curricula to carry on the bilingual education. The curriculum should deference the principle of "from shallowly to deep, proceeds in an orderly way", launches first in the specialized knowledge shallow curriculum, after student's langue skill has certain enhancement, then gradually to specialized knowledge deep curriculum transition. Generally, the specialized strong curriculum is not suitable to develop bilingual education too early, because when student study specialized knowledge, usually will feel the pressure, difficult accept specialized knowledge, if will implement bilingual education again, maybe will affect the student to study the specialized knowledge. But the specialty technology base curriculum is the curriculum which situated between the basic course and the professional course, it is suitable for to implement the bilingual education.

4.1.2 Pay great attention to the student's specialized knowledge engagement. Bilingual education's introduction is to the existing curriculum system's revolutionary innovation, this reform both must be advantageous to the specialized knowledge transmission, and must be advantageous in the student studies efficiency enhancement, this request bilingual education curriculum full consideration specialized knowledge engagement question. This engagement, both includes the engagement with studies the curriculum in the earlier period, and with the following start special course engagement. That is, before student study bilingual professional course, should preliminary understand to this professional field elementary knowledge, can comprehends the specialized knowledge which teaches using English through well preparing and reviewing, and builds the solid foundation which no matter is the mother tongue professional course or the bilingual professional course. The teacher should accord to the curriculum characteristic and the difficulty degree, gradually and target-oriented organizes or adjustment course content. But must emphasize a spot is that the bilingual curriculum is not to the mother tongue curriculum simple repetition, it should be in the entire curriculum system indispensable organic composition part, it is playing the important role which other curricula substitute with difficulty. Therefore, when teaching department establishment bilingual curriculum, they must avoid to present redundant or the fault phenomenon in the entire curriculum system.

4.2 Appropriate engagement Chinese and English teaching material

Selects the appropriate teaching material is precondition that smooth development the bilingual education, implementation bilingual education, must let the student feel true English, therefore, bilingual education must use advanced, can reflect the discipline development advanced English first-edition educational material. The bilingual teacher should act according to the present domestic related specialized English first-edition educational material shortcoming actual situation, carries on to Chinese teaching material and English first-edition educational material compares and analysis repeatedly, the expedient measure should be comprehensive use the Chinese and English

teaching material, this is the prerequisite that guarantee to achieve the bilingual education initial period goal. In order to organic and reasonably use the Chinese and English teaching materials in the bilingual education, in view of the existing condition, it is the correct choice which carries on "bilingual" preparing a lesson and teaching that according to Chinese teaching material's content, order and style, the English teaching material's influential role is that provides English expression method of specialized knowledge and the teaching reference book. Prohibited take the bilingual education to become that the specialized English curriculum according to English teaching material. Simultaneously requests the student take to study Chinese material as the basis, points out the key reading chapter in English teaching material to the student. At the same time, should compile the specialized curriculum English teaching material that fellow Chinese standard and rule that according to the related first-edition educational material.

4.3 Prominent interactive and use of various teaching form

Teacher's inspiration function lies that through information stimulation induces in proper order, causes student's positive thought and realizes the teacher and student thought resonance in the teaching process. looked from the scientific and linguistic characteristic of bilingual education, should take strengthen the teachers and students interaction as the principle, uses in administrative levels teaching, multimedia and so on many kinds of teaching methods to achieve that enhances the bilingual education quality.

4.3.1 Administrative levels teaching. As the common university, the bilingual education reaches one's goal instantly with difficulty. The school should embark actually from the teaching, carries on administrative levels and stage teaching form from easy to difficult. Bilingual education separable three levels: First is the simple seepage level, namely by Chinese primarily, alternates English teaching in the classroom. If teacher may use English to narrate the important theorem and the key word and so on in the attending class time, the student may have many opportunities to contact foreign language; Second is the conformity level, when teacher teaching, uses the Chinese and English alternately, lets the student learn how to use English expression Chinese content; Third is the bilingual thought level, lets the student learn to use Chinese and English thought and explanation question. In light of the present circumstances, promotes to the first level, to the majority of students is not the difficult problem, but must further enhance to the second, third level, but also needs to have the very long time and unceasing endeavor, this will be the process which proceeds in an orderly way.

4.3.2 Implantation the multi-dimensional teaching media

In the teaching media aspect, should abandon the sole stereotypical classroom teaching way, construction multi-dimensional teaching platform which melts the classroom instruction, the multimedia teaching, and on-line teaching. In the classroom, the teacher uses succinct as far as possible, pronunciation correct English language and auxiliary by physique movement, direct-viewing and visualization prompts and helps the student to understand the course content. At the same time, uses the computer aided teaching method fully, manufacturing bilingual CAI courseware, it has bilingual characteristic, the key word and the primary coverage English to Chinese comparison; and has the standard English pronunciation. Using courseware, on the one hand it facilitates to the teacher, reduces written English difficulty; On the other hand, it is easy to understand the knowledge that student studies. Speaking of the Chinese students, their hearing ability is not good compares with reading and understanding ability, when the captions appear, the student will understand as soon as looked. Moreover, to establish the good study independently environment, should construct the bilingual education network of the study platform. It is advantageous for the student to study independently.

4.4 Utilize each way to enhance bilingual teacher teaching level

To strengthen the bilingual teacher troop construction is the teaching key, in the bilingual education process, teacher's foreign language proficiency, the teaching level and the knowledge level influence bilingual education's effect, selecting and trains the bilingual teacher, is the bilingual education sustainable development core question. The first choice object is those teachers who familiar foreign language disciplines, but also may select foreign language teacher who has certain discipline foundation, especially humanities teacher. In the language application aspect, the foreign language teacher has superiority compared to the discipline teacher, but discipline teacher's specialized ability exceeds than the foreign language teacher. More realistic actions are following: First, depends on the existing personnel who going abroad to study personnel, PhD, master and so on foreign language level high of discipline teachers, plays their leading function fully. Second, selects and raises some outstanding youth foreign language from the school who have the discipline foundation skills, specially these teacher who study English specialty in undergraduate course stage and studied for other specialized in master and PhD stage, expands to the bilingual education teachers troop. Third, introduces multi-skill teacher who attain proficiency in English and discipline knowledge and returning personnel from the overseas, send the young teacher to study short-term to abroad, establishes domestic and foreign university interflow and cooperation relations, shares the teachers resources, forms the bilingual teacher's second echelon.

During construction bilingual education teachers troop's, must urge the teacher to transform teaching consciousness, let the teacher have the crisis feeling, namely only renew the knowledge as soon as quickly, raise English proficiency, could base on the rostrum. May adopt the suitable bilingual teacher qualifications admittance system, namely teacher who pass the test (PETS, TOEFL or GRE), then has the qualifications to carry on bilingual teaching, thus guarantees bilingual teaching quality.

4.5 Carry out the foreign cultural exchange event positively and build the good bilingual environment and atmosphere

In China, many people studied many years of English, but still unable use very well, a substantial cause was the lack in the study and use of English environment. The environment is very important to grasp language. According to the psychology research, studies one language effect mainly to be decided by the environment. If cannot practice, study directly to the target language country, if wants to obtain the success, how much mainly lies in how much contacts this language time quantity and how much use target language. Therefore, the bilingual education was in itself has provided an environment which contact target language for the student, but only depended on the environment which the bilingual education itself provided is insufficient, the university might through cooperation with the foreign university, carry out the foreign cultural exchange event positively, built the good bilingual environment and atmosphere, promoted bilingual education development quickly.

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