

## Exploration and Practice of Bilingual Course Teaching in Independent Colleges under the Background of International Cooperative Education

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**Abstract:** This report reveals the problems of bilingual teaching at the current stage from aspects of the goals and orientation in colleges and universities, and the main factors affecting the quality of bilingual teaching in colleges, aiming at establishing a more scientific quality evaluation system and curriculum assessment to achieve the goals of improving the educational level and cultivating professionals with an international perspective. The focus of the bilingual teaching reform is to overcome language fetters through effective measures to improve bilingual quality and knowledge integrity. Besides, bilingual teaching will become an inevitable trend in the future, and student-oriented, scientific planning of bilingual teaching activities should be carried out under the new situation.

### 1. Introduction

With the pace of China's entry into the World Trade Organization, China's internal and external reforms and opening-up efforts have gradually increased, and various cooperation and exchanges with countries around the world have become increasingly close. The development trend of internationalization of education also urges all countries in the world to increase their efforts to cultivate high-quality bilingual professional and technical personnel who are both proficient in foreign languages and familiar with subject knowledge. In the context of education becoming international, many experts and scholars in the international linguistic community agree that human beings will live in a bilingual world in the near future. Whether it is in economic and trade exchanges, diplomatic environment, cultural exchanges, or other global fields, the person who can master and use bilingual or multiple languages to freely communicate with visitors, experts, scholars or businessmen from other countries, is capable to get all aspects of important information at the first time.

### 2. Bilingual Teaching under International Cooperative Education

The State Council General Office issued in September 2018 <The Notice on Issuing the Implementation Plan for the Improvement of Consumption Promotion Mechanism (2018-2020)> states that “encourage qualified regions to introduce high-quality overseas higher and vocational education resources, organize high-level Chinese-foreign cooperatively-run schools and projects, and explore the establishment of provincial-level Sino-foreign cooperatively-run schools and departments joint approval mechanism. “ Cooperative schooling is not only an important part of the internationalization of education, but also an important way for local undergraduate colleges to use the “catfish effect” to deepen education and teaching reform, promote connotation construction, and expand school reputation and influence.

Bilingual teaching is an important part of Sino-foreign cooperative education, also an important symbol of international education and significant means of cultivating “international talents”. The implementation of learning can promote the realization of educational modernization and is also an important measure for school teaching reform, which also provides a strong guarantee for the smooth implementation of Chinese-foreign cooperatively-run school projects.

Considered bilingual teaching as a teaching method that used original foreign language textbooks in non-language courses to teach professional content in both English and Chinese language [1]. From the perspective of bilingual teaching methods, focused at cultivating students' ability to apply foreign languages, and divided bilingual teaching methods into three approaches: foreign language teaching materials + foreign language writing books + Chinese teaching (cultivating students' ability to understand foreign languages); foreign language teaching materials + foreign language writing books + Teaching in Chinese and foreign languages (cultivating students' cross-cultural communication ability); and foreign language teaching materials + foreign language writing books + teaching in all foreign languages (cultivating students' cross-cultural thinking ability) [2]. argued that layered and differentiated bilingual teaching should be implemented, and students with different English basics should be treated differently in professional courses [3]. believed that there were four ways of bilingual teaching: Chinese translation, interspersed, demonstration, and cooperation, each of which had its own advantages and disadvantages [4].

### **3. Significance for Independent College**

An independent college is a higher education institution that conducts undergraduate education in cooperation with ordinary undergraduate colleges (applicants) and social forces (cooperatives, including enterprises, institutions, social groups or individuals and other cooperative institutions). It can be seen that the special attributes of independent colleges determine the special teaching forms and teaching methods in teaching courses, which require brand-new attempts, bold innovations and breakthroughs.

Bilingual education conforms to the development situation, with the aim of cultivating students' communicative ability to use English proficiently to develop various tasks in the future work practice, which caters to the global economic globalization, as well as a solution to the urgent-needed high-quality and comprehensive professional talents. believes: "In key colleges and universities in China, we can break the boundaries of basic and improvement stages, including bilingual electives. Students can arbitrarily choose and decide on the extent and abilities that they are willing to improve English according to their level and needs [5]. The significance can be concluded as following:

#### **3.1 Conducive to Promoting Multicultural Communication**

Bilingual teaching is a fusion of two cultures, through which students can get in touch with foreign cultures, and can also deeper understand the advanced foreign knowledge and information. Hence constant collisions and communications of different cultures and nationalities contribute to promoting the continuous development of culture.

#### **3.2 Cultivate Comprehensive Practical Talents**

The establishment of bilingual classrooms is an important way to train international and applied talents, and it is bound to receive more attention from more independent colleges in order to better conduct classroom practice research. The number of talents in a country directly affects the state of the country's economic development and its position in world competition.

#### **3.3 Provide Students with "Immersive" Learning Environment**

Immersive teaching means "immersing" students in a second language environment to help to improve students' bilingual thinking ability. Teachers must not only use the second language to explain the second language itself, but also use the second language to teach professional courses. Therefore, the second language is not only the medium, more importantly, the main content of the students' learning. In this way, all-round and professional talents who are as proficient in the mother tongue as well as the second language are cultivated.

### **3.4 Improve the Effectiveness of Subject Teaching**

Bilingual teaching practice has proved that scientifically carrying out bilingual teaching will improve subject teaching in a foreign language environment, which can be reflected through the following aspects: (a) Update the knowledge content; (b) Innovate teaching methods; (c) Improve students' understanding of scientific knowledge. Bilingual teaching in independent colleges is conducive to improving teaching quality and student learning efficiency by inspiring students' innovative spirits and broadening their international horizons.

## **4. Status and Problems of Bilingual Courses**

Currently, many domestic independent colleges have established cooperation with international schools, however, as it is in the initial stage, there are still many imperfections and improvements.

### **4.1 Lack the Guarantee for Teaching Conditions, Especially in Regard of Textbook Selection**

There are many ways to select textbooks for current bilingual courses. Foreign language textbooks + foreign language handouts, or Chinese textbooks + foreign language handouts, and some publishers can provide Chinese translations directly. The advantage of the original textbook is that it displays the theoretical system of the course in the original flavor, and contains the most advanced technology and information of the major. In addition, the original textbooks have standardized wording, rich and detailed professional content, and a tight and logical knowledge system. Therefore, in the early stage most courses were adapting all English textbooks and lecture notes, aims at cultivating students' rigorous thinking mode, standard professional foreign language vocabulary, and also their foreign language reading skills and writing standards. However, freshmen have not been exposed to the concept of basic accounting, and it is of difficulty in understanding and mastering the content well without a preliminary understanding. Intermediate courses are relatively complex and professional, which require students equipped with a solid professional and English foundation to adapt to English textbooks. Only by first finding English or bilingual textbooks that are suitable for the students' level, can fundamentally guarantee the basic quality of bilingual teaching as well as the understanding and assimilation of knowledge by most students, otherwise it will lead to a large number of revisions and hanging rates.

### **4.2 The Weak Bilingual Teaching Ability**

If foreign partner colleges send professional teachers to teach in China, it is challenging to face problems such as high costs, language barriers, and lack of enthusiasm of teachers, and related professional teachers may be in a state of shortage abroad as well. However, in terms of domestic teachers, the language environment of English-taught classes require them to refer to foreign teachers as the standard, and their professional competence must also remain at the advanced level among domestic counterparts. With this dual requirement, teachers who are capable of teaching all-English or bilingual courses in China's universities are still scarce resources. The way to expand this resource comes from two aspects: firstly, the introduction of overseas talents, especially senior talents who have obtained a doctoral degree or higher; and the second is to provide continuous English training for existing teachers. For the former, it takes time to make overseas talents fully understand the development of relevant professional fields in this country; for the latter, it takes a long learning process to reach the language level of foreign teachers. In addition, various professional languages are inherently obscure. Even if they can master basic English, proficient use of a special purpose language such as legal English requires special learning and training. In summary, in the context of teaching professional course in English, the most important factor affecting the quality of bilingual teaching is the language ability of teachers. The current conditions, whereas, are difficult to show significant results in a short period of time through various measures to strengthen the training of teachers .

### **4.3 Improvement of Students' Ability of Bilingual Courses Learning**

To carry out bilingual teaching, students must reach a certain level of foreign language, which is

considered to be a necessary condition for the successful implementation of foreign language teaching. The founder of a well-known domestic English training institution believes that if Chinese students want to live and socialize freely in abroad with English, it will take at least 3-4 years to overcome language and cultural barriers; to engage in a high standard of work in English requires systematic study in foreign education systems for 6-9 years. Taking this as a reference, bilingual teaching has a higher level of requirements for students' English proficiency. Some scholars have pointed out that when using two languages for teaching, students tend to ignore the languages they are relatively not familiar with or understand less. When the two languages simultaneously give the same information, students are reluctant to listen to the foreign language. Nevertheless, other scholars consider that appropriate language code conversion by bilingual teachers in the classroom can be used as "a strategy to avoid misunderstandings and increase more equitable learning opportunities", and in some cases "it also helps to implement classroom management and promote classroom harmony." Besides, the balanced proportion of the two languages application should be formulated according to teachers ability, students level, difficulty of teaching materials, training objectives, management mechanism, etc.

## **5. Recommended Measures and Focus of Future Reform**

Bilingual curriculum teaching has become a need and trend of the times. Local application-oriented colleges and universities must promote teaching reform and deepen the construction and educational connotation through bilingual courses and International cooperation. The quality of teaching needs to start from the aspects of education system, teaching content, teacher quality, student base, and the enthusiasm of teachers and students for participating in educational activities.

### **5.1 Strengthen the Teachers' Training of Professional English**

Firstly, if an independent college has an overseas cooperative educational institution, an effective measure has already been put into practice among many colleges in response to the difficulty of sending professional teachers from overseas, that some universities abroad select some retired professionals to teach in China. The monitoring of teaching quality of foreign teachers is also essential to be incorporated into the school's daily teaching standard system. The second way is that the Chinese side can regularly select outstanding subject representatives to engage in advanced studies of the corresponding overseas universities, complete the task of attending courses in their professional fields, aiming at making it convenient to serving for bilingual teaching task once they return home. The third, meanwhile teachers are encouraged to carry out international visiting and exchange projects, participate in large-scale activities such as international forums, to effectively improve the teaching level and practical ability of Chinese-foreign cooperatively-run schools.

### **5.2 Adhere to the Combination of Chinese and English Textbooks and Handouts**

This approach can continuously improve students' learning interest, which is more important than simply improving students' English foundation. For students with learning difficulties, that are mainly concentrated in professional vocabulary, most students reflect obstacles of terminology that directly cause learning difficulties, and some students consider the structure of English sentences used in the original textbooks is too complicated in the teaching process. Therefore, when choosing textbooks, the combination of English textbooks and Chinese materials require careful consideration. Teachers must prepare in advance before guiding students' learning, sort out the key and difficult points of the original English textbooks. In the corresponding PPT or handout, the professional English vocabulary should be well compared with both Chinese and English with detailed interpretation in class to improve students' understanding ability.

When the efforts to improve English ability meet a certain bottleneck, the focus of teaching reform should be shifted to the more scientific teaching methods and means accordingly, to overcome the obstacles brought by language within a certain range, and become the most smooth and convenient bridge between bilingual teaching and learning. For example, question-based teaching focuses on guiding students to read before class. In the classroom teaching process,

students are inspired to think by giving questions as well as check their learning results. The way of case teaching helps students complete the application of theoretical framework and minimize the extra consumption of output and input links of English expressions during the classroom time. For some small-scaled class, methods such as group discussions, flipped class, students presentations, scenario simulations or other means can be adopted to both enhance students' learning interest oral English practice in the classroom. In addition, teachers should also guide students to do a sufficient class preview, only through this way can give a full play to the advantages of bilingual teaching.

### **5.3 Formulate Bilingual Teaching Plan and Task Scientifically**

If the same course is taught in English, the amount of information transmitted in a unit of time is often less than the amount of information that transmitted in Chinese. Once the same teaching plan is implemented, the classroom taught in English will inevitably become another experimental field for duck-filling teaching, barely resulting in more boring and tedious duck filling class. Therefore, the amount of tasks in bilingual teaching should be different from that in Chinese. The representative contents of each part in the subject system should be incorporated into the teaching plan as much as possible; the logical connection between knowledge points should be considered, and the corresponding class hours should be determined according to the application degree and proportion of each part of knowledge in practice. In the meantime, bilingual teaching in independent colleges or universities should return to its original meaning for the sustainable development of talent training and education, and the talent training mode should be determined by the demand of social development and personal career planning.

## **6. Conclusion**

How to connect local application-oriented independent colleges with international universities is a rising issues in the context of internationalization of higher education. The bilingual course teaching under the background of cooperative education can effectively improve the professional English level of students to better adapt to the overseas learning life. However, due to problems such as the selection of teaching materials, the selection and recruitment of teachers, students' English basics, and the convergence of curriculum content, bilingual teaching has not achieved the expected results. Under the reformation of deepening the bilingual teaching, bilingual course teaching should adhere to the combination of Chinese and English textbooks and handouts, solve teacher problems through two-way communication, and differentiated course content connection.

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