

Studies to Bilingual Education of Chinese University Undergraduate Course

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Abstract: After China joined WTO, foreign exchange is frequent day by day, international competition is intense day by day, social need's talented person not only have to be skilled in respective research area, moreover must be able to carry on wide-ranging international communication, therefore, urgent needs to raise high quality talented person who both are skilled on specialized knowledge and understands foreign language. Bilingual education is that advancement higher education internationalization, it is also powerful action that advancement college education reform, it is also inevitable product that contemporary society internationalization, it is choice inevitably that China and world connection. Implement bilingual education will further enhance Chinese student's international competitiveness. Develops bilingual education is inevitable trend that Chinese higher education reform development. This article take "Management " bilingual education as an example, it has researched to bilingual education development in Chinese University, it has analyzed Chinese University bilingual education present situation and question, and it analysis reasonable disposition question about curriculum, teaching material and teaching object, and it has made detailed discussion on bilingual educational model, bilingual education course content and bilingual teaching method reform and so on.

Key words: Higher Education; Special Course; Bilingual Education; Teaching Method; Educational Model

1. ESSENTIAL OF BILINGUAL EDUCATION

1.1 Correct Understanding Bilingual Education Significance

Bilingual means "Two Languages", it refers that there are two (or above two) nationality under there are two kinds (or above two) culture historical perspective condition in some country or some area, possible or must utilize two languages to carry on exchange scene. In these two languages, usually one kind is mother tongue or native language, but another language often is the second language or is a foreign language. For example, in U.S., bilingual mainly refers to people can use skilled in English and Spanish; In Canada, it mainly refers to people can use skilled in English and French; In Singapore, Hong Kong,

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Macao area, it mainly refers to people can use skilled in English and Chinese and so on. That is, in fact, bilingual refers two languages which people can use skilled in human relations, work and study.

“Bilingual” refers to Chinese and English in China. Bilingual education cannot be understood simply “attends class with the foreign language”, (Hui bang Yu, 1995) what its emphasis that carries on the foreign language of teaching in non-language discipline. Bilingual education is not only refers to the student to listen foreign language, what stressed is that between teachers and students carries on the foreign language exchange and interaction in the classroom study.

1.2 Bilingual Educational Model

The educational model is that centralism to manifest of teaching thought , teaches with study theory. In the bilingual education, there are three kind of educational models, they are immersion program, transitional bilingual education and maintenance bilingual education. (Shan Dexin & Wang Xu, 2004)

Immersion bilingual education is refers that only uses one kind of language which non-mother tongue to carry on the teaching; Transitional bilingual education is refers that uses mother tongue first at the teaching initial period, then transforms gradually that only uses second language to carry on teaching; Maintenance bilingual education is refers that uses mother tongue teaching first, then uses second language to carry on teaching to the partial contents gradually, still uses mother tongue teaching to other course content. Immersion bilingual education successful typical example is that French immersion curriculum of Canadian Quebec province. Canada is an immigrant country, Quebec is a French area, student has massive opportunity to contact French, uses immersion bilingual education environment is good. Therefore, Canadian Quebec province French curriculum uses bilingual education Immersion is being suitable. China is not an immigrant country, it does not have good foreign language environment, therefore, uses Immersion bilingual education in university undergraduate bilingual education's initial period is inappropriate. Although retention bilingual education difficulty is small to teacher (Pinghua Yuan, Liming Yu, 2005) and student, but it cannot satisfy bilingual education long-term development. Therefore, in Chinese university bilingual education, suggested that uses transitional bilingual education pattern. That is, adopts teaching strategy which proceeds in an orderly way.

In order to manifest “humanist” education idea, bilingual education should insist educational mode which “teaches and students in accordance with their aptitude”. Therefore, teachers should know that student's English proficiency and specialized ability, and make corresponding plan of instruction, implementation education strategy which different stages and different levels. Namely under the common raise goal, according to student's ability, special skill, disposition, original foundation and so on, proposed that different request, implement different education. Implement bilingual education if student's English proficiency does not yet achieve certain standard, the teacher may adopt retention bilingual education pattern first ,regarding to student who is good at English foundation, teacher should implement transitional bilingual education pattern.

2. ANALYSIS TO CHINESE UNIVERSITY UNDERGRADUATE SPECIAL COURSE BILINGUAL EDUCATION PRESENT SITUATION AND PROBLEM

After China joins WTO, many universities set up bilingual curriculum positively, carries on the public basic course and professional course teaching with English. But regardless of theoretically or practice, Chinese University bilingual education not yet enters mature stage. Its fundamental research mainly concentrates in introduction overseas teaching achievement, deficient study to localization case; The teaching effect was unitary, has restricted bilingual education development. At present there are following prominent question of Chinese University bilingual education:

2.1 Bilingual Education Target Localization is Not Clear, Understanding to Bilingual Education is Not Profoundly

Although the professional course bilingual education has implemented in Chinese University, but many teachers and students understanding unclear and deficient enthusiasm to bilingual education,. Some people believed that students English standard are not good, it is not necessity to teach professional course use (English; Yuhua Yan, 1999).The bilingual education is that teacher speaks English as far as possible much in teaching, enhances the student to use English ability; The bilingual education is unable to guarantee professional course quality of teaching and so on. Some university's policy-makers have not given enough value to bilingual education, to cause bilingual education implementation difficulty.

2.2 Bilingual Teacher Resource Development Insufficient, Disposes Unreasonable

Bilingual teacher is refers to the teacher who be able to utilize skilled two languages to carry on teaching special curriculum. The bilingual teacher not only should be skilled in the subject content, moreover he must have full language knowledge, guaranteed that may use bilingual teaching at any time. (Zhenchang Yang, 1999) The investigation indicated that bilingual education teacher divides into two kinds approximately in Chinese University: One kind of teacher who is English specialized graduation and is engaged in the ordinary English teaching; Another kind is specialized curriculum teacher who English proficiency high. These two kind of teachers have obvious malpractice in bilingual education: (Yanyang Dai&Hui Zhong, 2006).The former has solid language elementary knowledge and language teaching experience, but lacks understanding to student's professional field and actual need, lacks essential specialized knowledge, tracks the discipline specialty most recent development situation with difficulty, primarily uses language teaching way by glossary and grammar in the teaching, teaching depth and breadth is limited;(Liangfang Shi, 1996)The latter has solid specialized knowledge, but is not well-trained language teacher, they often use teaching way by content teaching primarily, stresses teaching that technical expression and specialized content, but lacks foreign language teaching method and skill in the classroom activity's design and arrangement. Has neglected that student grasping to language characteristic and rule in bilingual education, and neglected that comparison to deferent cultural, thought and values, it does not favor training student to synthesize using language to carry on Trans-Culture communication ability. Both have not formed supplementary joint force, thus cannot effective disposition and use to teacher resources, then has affected bilingual education actual effect.

2.3 Student Foreign Language Proficiency is Irregular, the Demand Varies

The student must have certain language foundation and intrinsic demand. Only then learner's language proficiency achieves enough skilled degree, and when they have strong sympathy and demand, they can put their main energy on specialized knowledge studying, can also achieve bilingual education's true goal. For the university bilingual education activity's main body, university student's thought approves and accepts ability is the key that university bilingual education whether does smooth development, and make progress. But, Chinese university students approval not to be high and accept ability not to be strong to bilingual education at present, serious influence that university bilingual education activity normal development. The investigation showed that many university students knew insufficiency and study goal are not clear to bilingual education's importance and necessity. Because some university students preliminary English foundation is bad, studies specialized knowledge with English is very difficult, therefore produces morale of dreads and resistance inevitably.

2.4 Selects 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. (Wenjia Jiang, 2007)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.

2.5 Classroom Instruction Method Is Unitary, is Not Nimble, 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. SUGGESTIONS TO IMPROVE CHINESE UNIVERSITY BILINGUAL EDUCATION

3.1 Bilingual Education's Course Content

3.1.1 Course Content Must be Scientific

Scientific request that course content must conform to discipline development and personnel training need, constructs reasonable knowledge structure. Bilingual education should optimize curriculum content, strengthen utilizes, reflection discipline development tendency. (Liu Zhuo, 2005)Take "Management" as an example; first, must supplement management theory essence in the undergraduate course teaching, improve student's analysis and judgment ability, make student to understand question easily that management theory is "how does?" in reality. Second, because management involves multi-disciplinary contents, it has strong overlapping, teacher should pay attention on question that management and other curricula overlapping and redundant in the teaching processes. This needs to stipulate reasonably that various curricula program of instruction, arrangement plan of instruction possible, pay attention on curriculum's mutual engagement and affects. Third, the course content both needs to elaborate theory, and must emphasize practice. Management to the undergraduate student, what is most difficult is "how to do?", is also that under different management environment, which effective management activity achieves the best management effect. In fact, management environment analysis is key question that studies business management activity "how to do?". It involves multi-disciplinary knowledge of economic, finance, business management and so on. Raises student ability key point is that grasps management environment analysis. (Xiaofeng Wu, 2003)

3.1.2 Course Contents Must be Compatibility

Compatibility request that course content achieves three adaptations, namely adaptation modern society development need, adaptation scientific technological advance need, adaptation the talented person employed need. In course content arrangement, pay attention to take the narrow knowledge area to develop compound knowledge; (Guohui Wang, Chunmao Li, 2007) transforms into knowledge structure optimization from knowledge quantity increase; transforms into the student ability raise from book knowledge teaching. "Management" Chinese teaching material logical, but the length is limit, the content is constriction. Therefore, when implement non-bilingual education, the teacher needs to supplement massive contents in teaching process. (Bing Bing Li, 2006) English teaching material elaboration is very detailed to some concrete management question, but between contents division of vertical, logical is inferior to Chinese teaching material. Therefore, when implement bilingual education, teacher should enhance strong points and avoid weaknesses, should take the basic concept, elementary

theory and essential method as core point ,strengthens the course content logic in the classroom instruction. To these easy understand content, the teacher arranges students to study self through to read teaching material. Because student can not complete massive reading content in the teaching process, this requests that teacher take classroom instruction and extracurricular practice organic synthesis, guides student to study independently extracurricular, encourages them to carry out extracurricular activity, breakthrough classroom time short limitation, through self development to consolidate, deepen to the knowledge, expand knowledge application area.

3.1.3 Course Contents Must Pay Attention to Personalization

Because management affected area is broad, comprehensive is strong, management difficulty is big, thus "Management " practices request to be quite high. The management curriculum's practice is effectual method which increases the curriculum practical. Supposition question, simulation reality, if student wants to obtain a satisfactory plan, they must collect actual material, decision-making more close to reality, thus has trained student's logical thinking ability, and has improved their synthesizing capacity. There are many American Corporation's case analysis in "Management " first edition introduction teaching material, although these cases are very close with actual situation, but as a result of Chinese and foreign management environment difference, the undergraduate students cannot understand well. Therefore, the teacher should collect Chinese Enterprise's actual management case to supplement teaching content according to course content

3.2 Bilingual Teaching Method

Bilingual educational goal is that train student to obtain knowledge ability as well as good interflow and cooperation ability. Therefore, bilingual education not only emphasize on that student study the specialized knowledge, but also must stress that raise student ability and study English again. If the teacher still deferred traditional teaching way to teach, obviously both cannot guarantee that completes course content, and cannot achieve educational objective. Therefore, reform teaching way is very urgent and is essential.

3.2.1 Teachers Should Have Correct Teaching Idea

Teacher not only teach the specialized knowledge to students, but also must raise student's learning capability. Teacher must emphasize and raise that student's bidirectional thought in the teaching. (En cai Chen., 2004) Bidirectional thought is refers that ,when student speaks English, with English pondered, when student speak Chinese, with Chinese pondered. When teacher composes the lesson plan, language indication should use English custom sentence pattern as far as possible, the classroom phrase should conform to English convention. This requests that teacher should grasp massive glossaries and English sentence pattern. The lesson plan should detail and concrete as far as possible ,adapts request which whole English teaching in the future.

3.2.2 Teachers Should Avoid the Force-Feed Type Teaching Which Full House Fills, Guides Student to Participate in the Classroom Instruction Positively

The teacher should explain that key and difficulty questions, student should practice how to solve problem using management theory, practice English or Chinese expression. Therefore, when teacher preparing a lesson, he should differentiate which contents to suit student to study independently, which contents should be detailed. Regarding content which studies independently, sets reading request before class.(Weijia Zhang, 2002) The case discussion should be coordinated with course content, after teacher explain each concept or principle, student may discuss case, thus deepens student understanding to the basic concept and theory unceasingly.

3.2.3 Utilize Multimedia Teaching, Expanded Knowledge Capacity

Teacher may manufacture multimedia courseware using Power Point, but may also through network resource to rich course content, make classroom teaching to be closed to reality, develop student's thought and make classroom instruction to extend extracurricular, has raised student acquisition knowledge and carried on self-study ability. (De bin Wang, 2007).

4. PONDER ABOUT FURTHER ADVANCES CHINESE UNIVERSITY BILINGUAL EDUCATION

Because China with Western culture and technical difference, Chinese bilingual education goal and teaching idea should absorb overseas advanced culture and idea, unifies college and student's actual situation to create educational model. Bilingual education involves various question that teaching method, teaching resources, teaching strategy and so on. (Ping hua Yuan, Liming Yu, 2005)

4.1 Development Bilingual Education Must be Clear about Implementation Bilingual Education Curriculum

Chooses appropriate curriculum to develop bilingual education is very important. First, "Management " is core curriculum of business management specialized, along with the Chinese economy's development, "Management " curriculum content and structure is consistent basically with Western Management. Therefore, chooses "Management " to develop bilingual education is feasible. (Ming Ding, 2007)Next, choice bilingual education student. Recent years, college student's foreign language level has achieved national 4 level. Therefore, choice business management specialized student to implement bilingual education both to have English foundation, and can satisfy Chinese economy development in the future .

4.2 Strengthen Research to Bilingual Education

In overseas, various universities' bilingual education research and exchange already were already mature, comparatively, Chinese university and scholar are only at the start stage to bilingual education's research and communication. (De bin Wang, 2007). Chinese university should develop research bilingual education vigorously, educational department and various schools should establish bilingual education management and research center, responsible comprehensively for bilingual curriculum development, organization, implementation and appraisal and so on. (Hong bin Shi, Dong ling Yin, 2007) Bilingual education is not only teaching method question, but also involves to discipline and so on educational model improvement and linguistics, sociology, psychology, physiology, information sciences synthesis utilization. (Hui Wang, Hong Tao, 2004). Chinese university should study bilingual education rule to instruct teaching in profit from the overseas experience's foundation, certainly must suit Chinese national condition, must consider Chinese social environment, education environment and language environment, thus can make good progress. The school may invite some well-known universities bilingual education expert to carry on concrete instruction, improve bilingual education curriculum quality and level.

4.3 Determination Bilingual Education Purpose

At present ,Chinese university's bilingual education reflect advanced education thought that introduce foreign culture in the curriculum teaching ,and carry on teaching and research by theirs thought and idea. Bilingual education goal not only causes student's ability to be improved in foreign language reading, understanding and communication, causes student to understand Western culture connotation and thinking mode more importantly. (Kun Li, 2005).Special nature of Chinese university bilingual education is "discipline type bilingual education", but is not "language type bilingual education", namely inducts connotation of Western culture and thought custom, open discipline knowledge field of vision, raises specialized foreign language proficiency, understanding overseas advanced teaching idea and specialized knowledge tendency, as well as discipline system's development and so on is the main purpose, and enables student to have specialized foreign language reading ability, Special nature of Chinese university bilingual education is "discipline type bilingual education", (Rui qing Guo &Yaofeng Wen, 2004) but is not "language type bilingual education", namely inducts connotation of Western culture and thought custom, open discipline knowledge field of vision, raises specialized foreign language proficiency, understanding overseas advanced teaching idea and specialized knowledge tendency, as well as discipline system's development and so on is the main purpose, and enables student to have specialized foreign language reading ability, can effective obtain knowledge

which from foreign materials, as well as can utilize knowledge to develop and to innovate this profession technology. Therefore, discipline teaching should be first in bilingual education, language teaching's goal should be second, while enhances student specialized knowledge to cause student to have certain foreign language ability, and can adapt market development in the related profession, becomes high quality bilingual even multilingual inter-disciplinary talent.

4.4 Implement Bilingual Education Should Choose Appropriate Teaching Material

Teaching material are the teaching main bases. Looking from development viewpoint, bilingual teaching material should be foreign language books which has Chinese characteristic, but bilingual teaching material construction is the process which proceeds in an orderly way, in initial period of bilingual education, suggested that the teacher uses foreign language first edition introduction teaching material. The overseas first-edition educational material has unique logical organization and new thinking mode, stresses on understanding, classification and comparison to question, method and conclusion, this new study way make student that found problem, analysis question and solve problem in the study process and enhancement and development their ability by this.

"Management " (Stephen P. Robbins) is one of teaching materials which China Ministry of Education introduction, this teaching material has following characteristic: First, structure is reasonable, suits student's learning. This teaching material take five functions of management as the core, elaborated that management function of planning, organizing, staffing, leading and controlling. Second, management content renews, is more practical. This book has enumerated that American scholar's many newest case study achievement, it is advantages for the student understood that management theory and trend of development, and it may enhance student's practical ability. Third, this book has instructive. Each chapter has carried on description to the related management theory and method actual utilization in enterprise, it is advantageous in guides the student to launch further ponder.

Therefore, The bilingual teacher is not only teaching organizer, participant and coordinator, moreover they must act as collaborator and guide in the student learning process. Like this can realize goal of "discipline type bilingual education", raises high quality and application and innovation talented person who adaptation economic development

4.5 Establishment Perfect Teaching Appraisal System

Enhancement teaching quality cannot leave teaching appraisal. Strengthens quality of bilingual teaching inspection, monitoring and appraisal, is safeguard that improves bilingual education quality and efficiency. (Juan Chen, 2007)The bilingual education quality appraisal is to teaching activities and the effect as well as correlation factor and so on goal, curriculum, pattern, method, teaching material, teacher, student and management appraisal. The bilingual education appraisal should act effective monitoring to bilingual education entire process and result according to bilingual curriculum goal. Through the appraisal, makes the student to know oneself, establishes self-confidently, obtains successful and progressive experience unceasingly; Enables the teacher to gain bilingual education feedback information, carries on reconsideration and adjustment to own teaching behavior, promotes bilingual education quality enhancement; Causes the school prompt understanding bilingual curriculum implementation situation, takes the effective action target-oriented, improvement bilingual education management, promotion bilingual curriculum system develops and consummates unceasingly. (Li jun Yang, 2007)The practice proved that implementation bilingual education quality appraisal, constructs multi-stratification planes, multiage, multi-latitude bilingual education appraisal system, not only can carry on judgment accurate and scientifically to each teacher's work quality, may distinguish the quality of teaching comprehensively, more importantly, achieves goal that enhancement education quality finally.

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