

Research on Bilingual Teaching of Professional Courses in Higher Education Institutions

Xianguang Meng¹

¹ Shandong Technology and Business University, Yantai, Shandong, China

¹ Corresponding author. Email: 201513092@sditbu.edu.cn

ABSTRACT

With the acceleration of globalization, bilingual teaching has become an important means of internationalizing higher education. This article focuses on the teaching of professional courses in universities, deeply explores the significance, current situation, and existing problems of bilingual teaching in professional courses in universities, and proposes corresponding countermeasures and strategies. The significance of implementing bilingual teaching in university professional courses includes three aspects: enhancing students' language proficiency, broadening international perspectives, and promoting interdisciplinary integration. Secondly, the current situation and problems of implementing bilingual teaching in professional courses in universities include three aspects: insufficient teaching staff, lack of textbooks, and single teaching methods. Thirdly, strategies for improving bilingual teaching of professional courses in universities include four aspects: strengthening the construction of the teaching staff, developing suitable textbooks, innovating teaching methods, and establishing effective evaluation mechanisms.

Keywords: Professional courses in universities, Bilingual teaching, Teaching research.

1. INTRODUCTION

In the context of globalization, the internationalization of higher education has become an irreversible trend. Bilingual teaching, as an important means of internationalizing education, aims to teach professional courses through a second language (usually English) to enhance students' language abilities, broaden their international perspectives, and promote interdisciplinary integration. However, bilingual teaching of professional courses in universities faces many challenges and problems in the implementation process. This article will deeply explore the significance, current situation, and countermeasures of bilingual teaching in college professional courses, in order to provide reference for relevant educators.

2. THE SIGNIFICANCE OF BILINGUAL TEACHING IN COLLEGE PROFESSIONAL COURSES

2.1 Enhancing Students' Language Proficiency

Bilingual teaching provides students with more opportunities for language practice by using a second language during the teaching process. In professional course learning, students not only need to understand professional terminology and concepts, but also need to think and express themselves in a second language. This language environment helps students improve their abilities in listening, speaking, reading, and writing, especially in the field of language application. Through bilingual teaching, students can gain a deeper understanding of professional knowledge and enhance their cross-cultural communication skills, laying a solid foundation for future international exchanges and career development.

2.2 Expanding International Perspective

Bilingual teaching helps broaden students' international perspectives, enabling them to better understand international academic trends and cutting-edge research. In bilingual teaching of professional courses, teachers usually introduce international advanced theoretical knowledge and practical experience to help students master international academic standards and research methods. In addition, through bilingual teaching, students can be exposed to cultural backgrounds and ways of thinking from different countries and regions, enhancing cross-cultural understanding and respect. This helps students develop an open and inclusive value system, providing strong support for future international cooperation and exchanges.

2.3 Promoting Interdisciplinary Collaboration and Integration

Bilingual teaching helps promote interdisciplinary collaboration and integration, and drive the development of interdisciplinary research. In bilingual teaching of professional courses, teachers can integrate knowledge and methods from other disciplines into professional courses, helping students form interdisciplinary knowledge systems. In addition, through bilingual teaching, students can more conveniently access international academic resources, understand cutting-edge trends and research achievements in different disciplines. This helps students develop interdisciplinary thinking and provides more possibilities for future academic research and career development.

3. THE CURRENT SITUATION OF BILINGUAL TEACHING IN PROFESSIONAL COURSES IN UNIVERSITIES

3.1 Number and Distribution of Bilingual Teaching Courses

At present, the number of bilingual teaching courses for professional courses in universities is gradually increasing, but the distribution is uneven. Some key universities and disciplines have made significant progress in bilingual teaching, while some local universities and less popular disciplines are relatively few. The establishment of bilingual teaching courses mainly focuses on disciplines with high internationalization such as science and engineering, economic management, and foreign languages. These subject areas are usually closely

aligned with international standards, and there is an urgent need for bilingual teaching. However, in the fields of humanities and social sciences, bilingual teaching courses are relatively rare and still need to be further strengthened.

3.2 Bilingual Teaching Mode and Textbook Use

There are various bilingual teaching modes for professional courses in universities, but they mainly focus on immersive bilingual teaching and transitional bilingual teaching. Immersive bilingual teaching requires students to use a second language throughout the classroom for learning and communication, aiming to improve their language proficiency and cross-cultural adaptability. Transitional bilingual teaching refers to gradually introducing a second language into professional courses to help students adapt to the bilingual teaching environment. In terms of textbook usage, bilingual teaching for professional courses in universities mainly uses original textbooks, translated textbooks, and self-written textbooks. Original textbooks usually have a high academic level and internationalization, but they are expensive and may not meet domestic teaching needs. The translated version of textbooks is relatively cheap and easy to obtain, but there may be issues such as inaccurate translation or poor cultural adaptability. Self-written textbooks are more in line with domestic teaching needs and student characteristics, but require a lot of time and effort for writing and revising.

3.3 Bilingual Teaching Faculty and Training

The teaching staff for bilingual teaching of professional courses in universities is relatively weak, and there is a lack of professional teachers with bilingual teaching abilities. At present, universities mainly strengthen their bilingual teaching faculty through two methods: introducing foreign teachers and cultivating their own teachers. However, the limited number and high mobility of foreign teachers make it difficult to meet the demand for large-scale bilingual teaching. Meanwhile, our school's teachers often lack systematic training and experience accumulation in bilingual teaching, making it difficult to ensure teaching quality. Therefore, strengthening the training and development of bilingual teaching faculty is one of the important tasks currently faced by universities.

4. PROBLEMS IN BILINGUAL TEACHING OF PROFESSIONAL COURSES IN HIGHER EDUCATION INSTITUTIONS

4.1 Insufficient Teaching Staff

Bilingual teaching of professional courses in universities requires teachers with solid professional knowledge and good language skills. However, many universities currently lack such bilingual teachers. Some teachers, although possessing professional knowledge, have limited English proficiency and find it difficult to teach and explain in fluent English. Some teachers, although having a high level of English proficiency, lack professional knowledge or teaching experience, making it difficult to ensure the quality of bilingual teaching. Therefore, the shortage of teaching staff has become one of the key factors restricting the development of bilingual teaching in professional courses in universities.

4.2 Lack of Textbooks and Weak Applicability

Bilingual teaching of professional courses in universities requires suitable textbooks to support it. However, there is currently a lack of professional textbooks for bilingual teaching in the market. Some universities use original English textbooks, but these textbooks are often expensive and do not meet the actual situation of domestic students. Other universities use self-compiled textbooks, but these textbooks may have issues such as incomplete content and inaccurate language. In addition, some textbooks have weak applicability and are difficult to adapt to the needs of different majors and students. Therefore, the lack of textbooks and weak applicability has become another important factor restricting the development of bilingual teaching in professional courses in universities.

4.3 Single Teaching Methods and Low Student Participation

Bilingual teaching of professional courses in universities requires the use of various teaching methods to stimulate students' interest and enthusiasm for learning. However, many universities still use traditional teaching methods such as lecture and discussion in bilingual education. These teaching methods often lack interactivity and practicality, making it difficult to stimulate students' learning enthusiasm and

participation. Meanwhile, due to the difficulty of bilingual teaching, some students may feel overwhelmed or lose confidence, resulting in low participation. Therefore, the single teaching method and low student participation have become another important factor restricting the development of bilingual teaching in college professional courses.

4.4 Inadequate Evaluation Mechanism and Difficulty in Measuring Teaching Effectiveness

Bilingual teaching of professional courses in universities requires the establishment of a comprehensive evaluation mechanism to measure teaching effectiveness. However, many universities currently have imperfect evaluations in bilingual teaching. Some universities use traditional examination methods to evaluate students' learning outcomes, but this approach often fails to fully reflect students' language proficiency and professional knowledge level. Other universities lack clear evaluation criteria and indicators, resulting in inaccurate or incomparable evaluation results. Therefore, the imperfect evaluation mechanism and the difficulty in measuring teaching effectiveness have become another key issue restricting the development of bilingual teaching in professional courses in universities.

5. STRATEGIES FOR BILINGUAL TEACHING OF PROFESSIONAL COURSES IN HIGHER EDUCATION INSTITUTIONS

5.1 Strengthening the Construction of the Teaching Staff

Strengthening the construction of the teaching staff is the key to improving the quality of bilingual teaching in professional courses in universities. Firstly, universities should increase their efforts to introduce bilingual teachers and attract more outstanding teachers with professional knowledge and language skills to join the bilingual teaching team. Secondly, universities should strengthen the training and improvement of existing bilingual teachers to enhance their teaching level and professional competence. In addition, universities can encourage teachers to participate in international exchanges and cooperation, broaden their international perspective and academic level. Through these measures, a high-quality and specialized team of bilingual teachers can be

gradually established, providing strong talent support for bilingual teaching of professional courses in universities.

5.2 Developing Suitable Textbooks and Teaching Resources

In response to the lack of suitable textbooks for bilingual teaching of professional courses in universities, it is necessary to actively develop suitable textbooks and teaching resources. On the one hand, experts and scholars can be organized to develop suitable bilingual textbooks based on the actual situation of domestic students and the needs of bilingual teaching. These textbooks should focus on the comprehensiveness of content, accuracy and applicability of language. On the other hand, it is also necessary to actively introduce and translate internationally advanced original textbooks and teaching resources to provide students with richer and more diverse learning materials. Meanwhile, universities can also utilize online platforms and digital teaching resources to provide students with more convenient and efficient learning methods. Through these measures, a comprehensive and applicable bilingual textbook and teaching resource system can be gradually established, providing strong support for bilingual teaching of professional courses in universities.

5.3 Innovative Teaching Methods and Means

Innovative teaching methods and means are important ways to improve the bilingual teaching effectiveness of professional courses in universities. Firstly, a combination of various teaching methods can be employed, such as lecturing, discussion, case analysis, etc., to stimulate students' interest and enthusiasm for learning. Secondly, modern teaching methods such as multimedia and network technology can be utilized to provide students with a more vivid and visual learning experience. In addition, new teaching models such as project-based learning and cooperative learning can be attempted to cultivate students' practical and innovative abilities. Through these measures, a scientific and effective teaching method system can be gradually established to improve the quality and effectiveness of bilingual teaching in professional courses in universities.

5.4 Establishing an Effective Evaluation Mechanism and Feedback System

Establishing an effective evaluation mechanism and feedback system is an important means of measuring and improving the effectiveness of bilingual teaching in university professional courses. Firstly, clear evaluation criteria and indicators should be established to comprehensively and objectively assess students' learning outcomes. These standards and indicators should include multiple aspects such as language proficiency, professional knowledge, and thinking ability. Secondly, a combination of multiple evaluation methods should be adopted, such as exams, assignments, classroom performance, etc., to comprehensively reflect students' learning situation. In addition, an effective feedback system should be established to promptly provide evaluation results to students and teachers, so that they can understand the teaching effectiveness and take corresponding improvement measures. Through these measures, a scientific and effective evaluation mechanism and feedback system can be gradually established, providing strong support for the continuous improvement of bilingual teaching in professional courses in universities.

5.5 Strengthening International Exchange and Cooperation

Strengthening international exchanges and cooperation is an important way to improve the bilingual teaching level of professional courses in universities. On the one hand, it is possible to actively introduce foreign teachers and international students to participate in bilingual teaching, providing students with a more diverse learning environment and cultural background. Through communication and interaction with foreign teachers and international students, students can better understand international academic trends and cutting-edge research, and broaden their international horizons. On the other hand, teachers can be encouraged to participate in international academic conferences and collaborative projects, learn about advanced international teaching concepts and methods, and apply them to bilingual teaching. Through these measures, an international and open teaching system can be gradually established to improve the level and quality of bilingual teaching in university professional courses.

6. CONCLUSION

Bilingual teaching of professional courses in universities is of great significance in enhancing students' language abilities, broadening their international perspectives, and promoting interdisciplinary integration. However, current bilingual teaching faces challenges such as insufficient teaching staff, lack of textbooks, and single teaching methods. To improve the effectiveness of bilingual teaching, it is necessary to strengthen the construction of the teaching staff, develop suitable textbooks, innovate teaching methods, and establish an effective evaluation mechanism. Meanwhile, strengthening international exchanges and cooperation is also an important way to improve the level of bilingual teaching. Through the implementation of these measures, the healthy development of bilingual teaching in professional courses in universities can be gradually promoted, providing strong support for cultivating high-quality talents with international competitiveness. In the future, with the acceleration of globalization and the deepening of internationalization of education, bilingual teaching of professional courses in universities will face more opportunities and challenges. Therefore, there is a must to continue to pay attention to the development trends and tendencies of bilingual teaching, constantly explore and innovate bilingual teaching models and methods to meet the needs of the times. At the same time, there is also a must to strengthen exchanges and cooperation with advanced countries and regions internationally, learn from their successful experiences and practices, and promote bilingual teaching of professional courses in Chinese universities to constantly reach new heights.

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