

Research on the Training Mode of Bilingual Spanish-English Majors

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Abstract: To cultivate compound bilingual Spanish-English majors is an important measure to improve the quality of foreign language majors. As far as universities are concerned, the research of bilingual talent training mode can break through the traditional single-language training mode of foreign language majors, broaden the scope, and cultivate international high-quality talents with innovative thinking, in-depth understanding of Chinese and western culture.

1. Introduction

In recent years, exchanges and cooperation between China and Spain, Latin America have become increasingly extensive. Bilateral cooperation and exchanges in economy and trade, culture, manufacturing, cross-border e-commerce, and infrastructure construction have been strengthened. In this process of highly cooperative economic development, Spanish, as the common language of the region, is an important guarantee of all kinds of cooperation.

Through the analysis of the survey results of Spanish-related enterprises, it is found that local foreign-related enterprises and foreign trade enterprises need bilingual talents with solid Spanish application ability and excellent English application ability.

2. Objective and Orientation of Bilingual Talents Training

According to the three principles of “industry demand, occupation orientation and professional cluster”, the industry-orientated talent training scheme is founded. One is to predict the development trend of employers' demand for talents in the industry, and analyze and determine the main industries, related industries, and occupation types of Spanish majors. Analyze and forecast the development trend of the industry, accurately grasp the employment-focused areas and types of employers, and clarify the professional service orientation; The second is to analyze and clarify the characteristics of the requirements of the employers in the industry. On this basis, determine the goal of talent training, graduation requirements, refine the formulation of professional ability training matrix, and focus on solving the problem of what types of talents to be trained; third, the industry positioning of Spanish specialty should meet the requirements of discipline and specialty planning, make full use of professional advantages, and improve the ability of professional service industry.

3. Build a Modular System for Training Bilingual Foreign Language Talents

The construction of modular curriculum system for the bilingual language talents cultivation shall be determined according to the characteristics of the professional career of the double demands for foreign language learners. The comprehensive language ability training is divided into several relatively independent units, according to the modular design method of reconstructing the teaching topic (or content) and teaching activities. The modular curriculum with the main line of bilingual ability training should be constructed to form a system for Spanish majors.

The so-called modular design method is in accordance with the design principle of “top-down, nested design, gradually refined”, in order to achieve certain ability training requirements and designed with relatively independent training plan, that is, modular curriculum. In the specific design process, the overall modules can be determined from the major category of Spanish and English training, and gradually refined and decomposed into course modules suitable for the teaching arrangement in every semester. Each module contains teaching objectives, training requirements, teaching content (including theory, practice, second class and self-study, etc.), teaching team, teaching guarantee conditions, assessment methods and other teaching plans.

The curriculum design of English-Spanish bilingual ability module should refer to OBE education model, adhere to student-centered, take English-Spanish bilingual ability cultivation as the core, take English-Spanish bilingual ability cultivation output as the goal, and integrate English-Spanish bilingual ability cultivation into modular curriculum design. First, we should adhere to the student-centered approach. We should not only pay attention to the all-round development of students, but also pay attention to the career development of their bilingual ability. From the angle of stimulating students' initiative of independent inquiry, we should construct module teaching plan and formulate assessment and evaluation management methods. Second, we should adhere to the main line of bilingual foreign language training. In terms of ability training requirements, it is necessary to clarify the level requirements of bilingual ability training. As for the evaluation methods, we should pay attention to the combination of formative evaluation and summative evaluation, and establish a standardized evaluation system of the results. Thirdly, in the design of teaching activities, the integration of theory and practice should be reflected. Spanish and English teaching activities should be arranged according to the integration design ideas in and out of class and school, and Spanish-English second class and practice outside school should be integrated into the modular curriculum design.

In order to make the students learn Spanish and English more systematically, schools should adjust the curriculum, that is, the professional curriculum of skill training, knowledge, and practice. Professional skill training courses include listening, speaking, reading, and writing in both languages, laying a solid foundation for students to master pronunciation, vocabulary, grammar, and linguistics. Professional knowledge courses are designed for students to understand the Spanish and the culture behind the two languages. The profiles can be set up to make the students fully understand the relationship between language and culture, let students experience the local conditions and customs of another culture and another country's politics, economy, history, and cultural phenomenon. Writing, translation, and linguistics courses enable the students to use their knowledge to analyze and solve problems, and exercise their bilingual practical ability.

4. Improvement and Exploration of the Teaching Methods and Content

Students majoring in foreign languages are under a lot of pressure. It is important to change the teaching content and choose a more suitable teaching method. First, the selection of teaching materials should be suitable for bilingual learning of Spanish majors. The selection of bilingual teaching materials should be based on the familiar language, while strengthening the learning of the

other language, realizing the language input and output of the two languages, and promoting the learning of the two languages at the same time. Teachers can take either of the two languages as the direct output language in class, reasonably carry out classroom design, and interactive exercises between the two languages. This “immersive” teaching method increases students' exposure to both languages, which is conducive to changing students' thinking capacity and adapting to new language learning.

In the course of teaching, especially in the early stages, it is often found that students confuse Spanish with English. Language transfer is an inevitable process in foreign language learning. Chinese students have studied English for over ten years before learning Spanish. Therefore, in the learning process, on the one hand, their previous knowledge of English has a positive effect on Spanish learning (that is, positive transfer phenomenon); on the other hand, their previous Knowledge of English interferes with their Spanish learning (i.e. produces negative transfer phenomenon). Through the questionnaire survey of Spanish students' learning situation, it can be found that about 75% of the students think that English has a transfer phenomenon to their Spanish learning, and more than 40% of them think that it has a negative impact. After the in-depth analysis, it is found that the negative transfer phenomenon is particularly prominent in the initial stage (such as phonological learning stage) of Spanish students. In teaching, we should create a good Spanish learning environment, strengthen the contrast between Spanish and English teaching, help students to get rid of the negative influence of English in the initial stage, and lay a solid foundation for Spanish learning.

5. Cultivation of Bilingual Spanish and English Teaching Staff

The English-Spanish curriculum has also brought unprecedented challenges to teachers, and schools need more bilingual Spanish-English teachers to meet the needs of students. Therefore, teacher training is particularly important. First, schools can hire foreign teachers with bilingual educational background in Spanish and English. Spanish foreign teachers can directly communicate with students in both languages in class. Secondly, schools should provide more training opportunities for teachers and encourage teachers to receive bilingual training to improve their language and professional skills.

From the perspective of current and future long-term development, the teaching staff of Spanish majors needs to be adjusted and optimized in age structure, professional title, educational level, gender ratio and other aspects. Gradually form a mechanism to attract excellent Spanish academic leaders, and then optimize the teaching structure, form a stable and reasonable platform, introduce excellent talents, cultivate a good team, so as to ensure the continuity and lasting development of bilingual Spanish-English teaching.

6. Deepening the Integration of Production and Education

Off-campus practice based on production-teaching integration and school-enterprise cooperation is an important part of English-Spanish bilingual teaching and an important link to enhance students' bilingual professional knowledge and ability. Off-campus practice base is an important place to cultivate students' bilingual practice ability, and also a link for students to contact and understand the society. The establishment of high quality off-campus practice base provides an important guarantee for students to transfer professional knowledge into practical ability. After four years of bilingual learning in college, how to use two languages to serve the society, serve the economic development strategy, and solve problems in practice has become a concern of students. Schools should resume suitable off-campus practice bases, strengthen contact with relevant institutions, establish long-term off-campus practice bases, give students the opportunity to practice, learn well in practice, and use

Spanish and English well.

It is necessary to deepen the integration of production and education and school-enterprise cooperation, and improve the mechanism of industry and education cooperation in personnel training in accordance with the principle of “six docking”. First, the training of bilingual practical ability should relate to cooperative units. It is necessary to improve the working mechanism of university-enterprise joint revision of talent training programs, establish working norms, and ensure that the content of bilingual practice learning meets the needs of talents in the industry. Second, the construction of bilingual practice teaching team should be connected with cooperative units. The curriculum group teaching team should select a certain number of bilingual foreign language teachers from Spanish and English industries, set up school-enterprise joint double-qualified teaching team, and improve the work norms of school-enterprise joint teaching team. Third, the construction of bilingual foreign language practice courses should be connected with cooperative units. All majors should establish the reform and construction mechanism of university-enterprise joint practice teaching of dual foreign languages, vigorously introduce industrial courses and real cases, and develop industrial applied teaching materials. Fourthly, the practice teaching platform of English-Spanish bilingual foreign languages should relate to the cooperative units, and the practice teaching platform of school-enterprise joint construction oriented to the vocational environment should be vigorously developed, the laboratory and virtual simulation platform of school-enterprise joint construction oriented to the industrial application environment should be strengthened, and the construction of off-campus practice teaching bases should be increased. Fifth, the practice teaching process should be docking with cooperative units. The practice teaching of dual foreign languages for Spanish majors should fully connect with cooperative units in the teaching activities such as industry application, graduation design and practical training, give full play to the professional advantages of teachers in the industry, carry out teaching practice activities, and participate in the evaluation of students' learning; Sixth, the quality evaluation of dual foreign language practice teaching should be connected with cooperative units. The construction of dual foreign language practice teaching for Spanish majors should establish professional expert teams, carry out the evaluation mechanism for the training quality of Spanish majors, and improve the training quality.

7. Establishment and Improvement of the Teaching Quality Assurance System

The construction of the teaching quality guarantee system of the training mode of English-Spanish talents for Spanish majors should be based on the national standards of teaching quality for undergraduates. By referring to the international standards, industrial standards and teaching standards related to Spanish and English bilingual courses for Spanish majors, we can accurately grasp the specific connotations of each standard, sort out the basic requirements, general norms and reference norms, and study and determine the standard system for guaranteeing the quality of Spanish and English bilingual teaching for Spanish majors. On this basis, the Spanish majors should combine Spanish professional talent training scheme, teaching quality standards for Spanish professional, as programmatic document of construction quality guarantee system, establish perfect cultivation mechanism of continuous improvement, improve the level of Spanish specialty construction and talent training quality.

8. Conclusion

Bilingual undergraduates majoring in Spanish can consciously explore both Spanish-English intrinsic regularity and nature, have solid bilingual professional knowledge and basic skills, master the basic knowledge of Spanish literature and related Spanish subject. It includes the ability to use phonological knowledge, vocabulary, syntax knowledge and discourse knowledge. A good command

of Spanish includes a better language comprehension, expression, pragmatics, and translation. Proficient in Spanish learning strategies consists of learning strategies, language understanding, language expression and translation. They should also have a comprehensive English application ability, including language comprehension, language expression, pragmatic ability, and translation ability. On the other hand, it's necessary to master the social and cultural knowledge of Spanish-speaking countries, have a strong intercultural communication ability. Meanwhile, it's important to improve the students' ability of applying both English and Spanish, forming a sustainable professional ability and comprehensive training mode, better serving the economic development.

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