

Research on Problems and Countermeasures of Bilingual Teaching for International Students

Xie Jing

Shaanxi Polytechnic Institute, Shaanxi, 712000, China

Keywords: International Students, Bilingual Teaching, Countermeasures

Abstract: In recent years, with the continuous development of education in our country, the number of foreign students is also increasing. Bilingual teaching of foreign students has become a key research issue in universities. In order to enable foreign students to have a good Chinese teaching, Chinese colleges and universities should continuously improve the problems in bilingual teaching and formulate corresponding countermeasures to solve the problems in bilingual teaching.

1. Introduction

Bilingual teaching refers to the use of another language as the teaching of non-linguistic subjects in the classroom in addition to mother tongue teaching. Using bilingual teaching can not only improve students' international communication ability, but also improve students' ability to obtain effective information, so that students can better learn new knowledge. How to carry out bilingual teaching has become a difficult problem for all colleges and universities.

2. Current Situation of Bilingual Teaching for International Students

According to relevant statistics, the number of foreign students in China has reached about 200,000 since 2007, coming from different countries and regions in the world. The vast majority come from developed countries such as Asia, Europe and the United States, and only a small part come from countries such as Africa. Foreign students from developed countries such as Europe and the United States come to China to study mainly because of objective factors such as economic ability, while foreign students from other Asian countries come to China to study mainly because they are culturally similar to China. According to the countries of the overseas students, the United States and Japan have the largest number of overseas students with more than 10,000, followed by Vietnam and South Korea with more than 9,000 and 6,000 respectively.

3. Problems in Bilingual Teaching for International Students

3.1 Lack of Bilingual Teachers

Teachers carrying out bilingual teaching should not only have high-level professional knowledge, but also have good oral English expression ability, so as to have good communication and teaching with students. The most ideal teaching method for bilingual teaching is to employ foreign teachers to teach, but for some higher vocational colleges, this will cause certain economic pressure. At present, for general colleges and universities, the English level of professional teachers is low, and the vast majority of teachers do not have the experience of studying abroad, which leads to the poor oral English expression ability of teachers and cannot meet the needs of bilingual teaching.

3.2 Teachers' English Level is Low

Foreign students who use English as their mother tongue have not really learned Chinese in China. If they only learn Chinese while studying abroad, they will find it difficult to understand the meaning of some professional vocabulary. Bilingual teaching requires teachers to have good English expression and writing skills, but at present it is difficult for ordinary universities in our country to meet this requirement. This is mainly manifested in: when teachers ask students some

questions in the teaching process, especially some professional vocabulary, it is difficult for teachers to express them in English. This not only reduces the quality of teaching, but also makes students unable to absorb the knowledge of this lesson in time. Therefore, students are dissatisfied with the existence of the school, but it is difficult for colleges and universities to solve this problem in time.

4. Effective Measures to Improve the Teaching Quality of Double Foreign Languages

4.1 Arousing Students' Enthusiasm in Learning

In class with foreign students, teachers should create situations to ask students questions and guide foreign students from different countries to answer questions. This helps to enliven the classroom atmosphere and improve classroom efficiency. When teaching classes, it is easier to communicate with students because the teachers are fixed and the number of students in each group is relatively small. The content of the demonstration class is more flexible, not as formal as the theoretical class, and it is also easier in class. Teachers can use PBL teaching method to carry out teaching, so that students can better absorb the knowledge of this lesson. At the same time, teachers should also give different guidance to students of different levels to improve their interest in learning and thus improve the quality of teaching.

4.2 Pay Attention to Individual Differences in Teaching

There are great differences between Chinese students and foreign students in the learning process. Chinese students pay more attention to the understanding of abstract knowledge, while foreign students pay more attention to the elaboration of knowledge and like to use concrete examples to deepen the understanding and memory of knowledge. Chinese students pay attention to the systematization of knowledge, and only when they master certain knowledge or experience can they carry out practice. However, foreign students pay more attention to the practicability of knowledge, and through personal practice for many times, they can obtain solutions to problems and corresponding conclusions. In the process of learning, Chinese students place more emphasis on cooperative learning with others or consulting teachers, and carry out learning activities based on interpersonal communication. However, some European and American students prefer to study in the way of individual research and complete the corresponding teaching and learning tasks. Different students have different learning methods, which also requires a variety of teaching methods for teachers. Therefore, different teaching methods should be adopted according to the differences between students in the teaching process.

4.3 To Improve Teachers' Comprehensive Quality

Due to the insufficiency of teachers' bilingual teaching ability, bilingual teaching teaching groups can be set up to improve teachers' teaching ability, jointly formulate teaching objectives, teaching plans, discuss teaching contents, and define teaching teachers. When preparing lessons, teachers can prepare lessons collectively, and the syllabus, lesson plans and experimental reports can be written in English. Teachers can adopt the pre-class trial system, select teachers who are satisfied with the students and take on more teaching tasks in this class, and hand over the teaching courseware to the students in advance so that the students can preview. During the formal lectures, two teachers will take part in the teaching activities together, one is responsible for the lectures and the other is responsible for the students' answering questions. This can not only improve the quality of teaching, but also ease the pressure of teachers in teaching and avoid tense classroom atmosphere.

4.4 Layered Teaching Method is Adopted for Teaching

The learning ability of foreign students is different from the level of accepting knowledge. Teachers should also implement a bilingual teaching plan from shallow to deep in the teaching process to adapt to foreign students at all stages, so that foreign students can better understand China's cultural knowledge and strengthen the communication between teachers and students. Only in this way can the bilingual teaching task be better completed and the teaching adaptability of foreign students be improved.

4.5 Strengthen Cooperation with Overseas Students

Before teaching, the teacher should arrange the teaching contents in advance and reserve 15 minutes for a Chinese student and a foreign student to express them in English. When teachers ask students questions, Chinese students and foreign students ask and answer each other. This not only enlivens the classroom atmosphere, but also enables students to learn new knowledge. Repeated use of this method can deepen students' impression of English specialized vocabulary and cultivate students' English expression ability. The vast majority of foreign students have strong autonomous learning ability, and after sufficient preparation, they can use English to describe from an unused perspective, while Chinese students can use their English level to express classroom knowledge in English.

5. Thoughts and Suggestions on Bilingual Teaching

5.1 Establishment of Admission and Withdrawal System for Bilingual Teaching Teachers

In order to improve the teaching quality and classroom efficiency of bilingual teaching, it is necessary to implement the admission and withdrawal system for bilingual teachers and strictly guard the admission conditions for bilingual teachers. If a teacher already holds a bilingual teacher qualification certificate, but in the process of teaching, students have put forward great opinions on the teacher, the teacher should be withdrawn from teaching.

5.2 Supervise the Quality of Bilingual Teaching, Establish and Perfect the Evaluation System

Supervising the quality of bilingual teaching is beneficial to the improvement of teaching quality. However, with the improvement of teaching quality, the teaching objectives can be effectively completed. In the process of implementing bilingual teaching, a perfect evaluation system should be established and relevant departments can be set up to evaluate it, which is conducive to improving the teaching level of bilingual teachers.

5.3 Organizing Teaching Activities Related to Bilingual Teaching

At present, colleges and universities rarely organize activities related to bilingual teaching. Relevant departments of the school should actively organize activities related to bilingual teaching and strengthen communication with foreign students, which is helpful to improve the teaching level of bilingual teaching.

5.4 Research and Reform on Strengthening Bilingual Teaching

In order to find a teaching method suitable for overseas students, we should carry out in-depth research and reform on bilingual teaching methods, teaching objectives and teaching methods. This can improve the quality of bilingual teaching and reduce teachers' teaching pressure.

5.5 Strengthen Cooperation and Exchanges

Universities should strengthen exchanges and cooperation with foreign universities or enterprises, invite foreign experts to participate in the teaching process, and solve the problems encountered in teaching. At the same time, universities and foreign experts can jointly compile bilingual teaching materials that meet the characteristics of students, which can not only solve the problem of high price of the original teaching materials, but also meet the needs of teaching content and teaching system.

5.6 Increase the Atmosphere of Bilingual Teaching

Foreign students come to study in our country, which shows that our education level has greatly improved. At present, the vast majority of overseas students who come to China can communicate in English. Teachers can use English in teaching and writing papers. This can promote Chinese students' bilingual communication ability, and also enhance the atmosphere of bilingual teaching.

6. Experience Summary of Bilingual Teaching

6.1 Cultivating Students' Interest in Learning

Learning interest plays a vital role in students' learning. Teachers' teaching methods and teaching methods will affect students' learning interest. In the process of bilingual teaching, if students' English foundation is poor and their English expression ability is not strong, then students' interest in learning will naturally be reduced. Therefore, schools should carry out free oral English training courses and employ foreign teachers to give lectures. Students can take part voluntarily according to their English expression ability, which is helpful for students to improve their interest in learning and also lays a good foundation for bilingual teaching.

6.2 Constantly Innovating Teaching Methods

Good teaching methods can effectively improve teaching quality. In the process of bilingual teaching, multimedia teaching, interactive teaching, group cooperation teaching and other teaching methods can be used, combined with the characteristics and learning level of students, to take targeted teaching methods to stimulate the enthusiasm of students. In the teaching process, teachers should encourage students to answer questions in English and strengthen interaction with students. In practical teaching activities, teachers should encourage students to express their practical views in English and improve students' English expression ability. For course assessment, students should be assessed in various aspects, including answering classroom questions, completing homework, and testing practical links. Meanwhile, teachers should encourage students to complete these links in English and give students who have completed in English appropriate points.

6.3 Selecting and Using Textbooks

Choosing suitable teaching materials is helpful to the implementation of bilingual teaching. If you choose teaching materials arbitrarily, it will obviously have a certain impact on bilingual teaching. When selecting teaching materials, professional teams should first select them, compare and analyze different versions of teaching materials, and comprehensively select them. A textbook with low cost, strong systematicness and high authority should be selected and conform to the syllabus and teaching objectives of the course.

In the process of using the teaching materials, we should effectively delete the original teaching materials and absorb the essence and discard the dross so as to conform to the characteristics of students.

6.4 Building Network Teaching Resources

The construction of online teaching resources is conducive to the effective implementation of bilingual teaching demonstration courses, and high-quality online teaching resources can improve the teaching quality of bilingual demonstration courses. At the same time, high-quality network resources should be shared, which is conducive to improving the value of bilingual demonstration courses. Therefore, it is necessary to build network teaching resources.

The construction of online resources for bilingual teaching is similar to that of other online resources courses. Different from other online teaching resources, in bilingual teaching, teachers need to often find some relevant academic materials through the network and edit them into auxiliary materials, so that students can understand the latest research results and walk on the front line of scientific developments.

6.5 Building an Excellent Teaching Staff

Teachers of bilingual teaching play a vital role in bilingual teaching, and schools should focus on the construction of teachers to train bilingual teachers. First of all, the school can cooperate with universities at home and abroad, invite experienced and high-level teachers to give lectures, and learn the teaching methods and modes during the teaching process. The invited teachers should have good English proficiency. Secondly, the school should train teachers who are willing to use bilingual teaching. The school will send these teachers to study and exchange abroad according to

the annual selection plan. Finally, the school can hire experienced English teachers to conduct regular training for its bilingual teachers. At the same time, the school should encourage bilingual teachers to actively participate in activities related to bilingual teaching, so as to improve the teaching level of bilingual teachers.

7. Conclusion

Bilingual teaching is an inevitable development trend in China's colleges and universities. Colleges and universities should adopt teaching methods suitable for foreign students, and constantly optimize teaching methods to improve teachers' bilingual teaching ability. The bilingual teaching in our country is still in the initial stage, and we need to make continuous efforts and improvement so that the quality of bilingual teaching can be improved.

References

- [1] Xia Changkun. Reflections on Bilingual Teaching for International Students Majoring in Chemical Engineering [J]. Contemporary Educational Practice and Teaching Research, 2017(08):78+77.
- [2] hao yang. "Development and Research of Bilingual Course for International Students of Classical Seal Engraving [J]. Cultural and Educational Materials, 2016(29):179-180.
- [3] Ai Wenjia, Lin Shaomeng, Zhang Zhihui, Xiao Jianbin, Li Qiang, Li Yangyong, Wang Junwei. Discussion on the problems and countermeasures of surgical practice teaching for overseas students [J]. Lingnan Modern Clinical Surgery, 2017,17(02):244-246.
- [4] Wu Reshi, Luo Chunying, Meng Fanqin. Bilingual Teaching Construction and Practice of Pathology [J]. University Education, 2017(06):34-36.