Research on the Current Situation and Countermeasures of Bilingual Teaching of Communication in Chinese Universities

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Abstract

Communication is an important basic course for journalism and communication major. Under the trend of internationalization of education, China’s major colleges and universities have set it as a bilingual course. Based on the research results of many bilingual courses in China and the author’s first-line teaching experience of more than ten years, this paper summarizes the problems to be solved in the process of bilingual teaching, and puts forward feasible suggestions, in order to make great progress in the bilingual teaching of communication.

Keywords

Bilingual Teaching; Present Situation; Countermeasures; Teaching Method.

1. Introduction

Since the Ministry of Education issued a document Some Opinions on Strengthening Undergraduate Teaching in Colleges and Universities to Improve Teaching Quality in 2001, which clarifies the task of bilingual education in colleges and universities. Bilingual education has been carried out for about 20 years, and a number of classic bilingual courses have emerged in various specialties. Communication, which has a significant subject position, is originated in the United States. Until today, the academic center of communication is still concentrated in Europe and America. So this subject is suitable for bilingual teaching.

As the predictions of McLuhan’s global village come true, the significance of bilingual education in this course is becoming more and more important. It is urgent to understand the current situation of bilingual teaching and improve the quality of it. The author combines years of first-line teaching practice with domestic bilingual teaching level, concludes the current situation of bilingual teaching in communication as the following points.

2. Current Situation of Bilingual Teaching of Communication

2.1. Highly Recognized but Difficult to Learn

Bilingual education in communication is highly recognized, but the overall English level of students is still far from barrier-free teaching. Due to the nature and status of communication, students have recognized its importance. But in ordinary colleges and universities, especially for art majors, students’ English foundation is relatively weak, and generally universities recruit students nationwide. There is a big gap in English education level in different regions. Only 5.33% of the students in the Questionnaire of Bilingual Teaching of Communication conducted by the School of Literature and Communication of Shandong University of Technology support the “immersion teaching” in English. 66.67% of the students believe that the proportion of Chinese and English is moderate in the current teaching process, and 25% still believe that the English proportion is high. In the questionnaire mentioned above, more than half (54.17%) of the students believe that more interaction between teachers and students is needed. 55% of students think the main reason of above situation is “less oral exercise and cannot accurately expressing their views”. Therefore, English listening, reading
and expression are still difficult for many students. In view of the students' actual English level, the proportion of English teaching in bilingual teaching is low, and the teaching progress cannot be guaranteed.

2.2. Focus on Professional Knowledge or English Level not Clear
Focus of bilingual education must be clarified. The ultimate goal of bilingual teaching is that learners can use both mother tongue and English to think at the same time, and can freely switch between the two languages according to the needs of the working environment to solve practical problems. Language is a means, and the starting point of education should be based on communication itself. The journalism and communication specialty ultimately cultivate talents who are proficient in communication theory and practice. Teachers should not spend too much time on the language education, such as reading words and translating sentences and paragraphs. However, in the author’s teaching process, it is found that many students regard professional courses as College English courses, and spend a lot of effort on words and grammar. Instead, they do not understand the communication theory seriously. In the survey, 28.33% of students’ English learning time exceeds their professional knowledge learning. In the final analysis, students do not recognize the essence of bilingual teaching very well.

2.3. Single Teaching Method and Boring Content
Classroom teaching is mainly taught by teachers in the case of heavy tasks and fast progress. And teaching content is not rich and interesting. Communication covers a large number of theories and views of different schools. There are many academic issues that need to be explained in depth to understand. At present, domestic universities gradually focus on practicality. Curriculum setting tends to be simplified. So communication is generally set to 48 hours, even 40 hours or less. Compared with the mother tongue teaching, bilingual teaching has increased the difficulty of language. In order to complete the task, teachers have to accelerate progress, resulting in cramming teaching. The knowledge points are scattered and isolated, and the classroom teaching method is single. These factors can lead to theoretical knowledge is boring, unable to attract students. Teachers should think about these questions: Is there any other auxiliary way to achieve elaborated teaching? Is the contradiction between progress and diversified teaching always irreconcilable? Solving these problems requires teachers to explore hard and seek breakthroughs.

2.4. Lack of Excellent Bilingual Teachers
Lack of bilingual professionals teachers and teachers’ English and teaching level can not be steadily improved, both of these bother bilingual education. Bilingual education started late in China, so there are few compound talents in journalism and communication. At present, teachers with strong professional knowledge cannot guarantee their English proficiency and vice versa. Due to the interference of context and dialects, some teachers' English pronunciation and intonation are inaccurate, which not only affects the teaching quality, but also causes negative demonstration effect on students. This is an awkward situation. In the field of bilingual teaching, teachers' professional quality, English level and even personal charm directly affect the teaching effect. In the questionnaire mentioned above, 41.67% of the students in Grade 2020 in Shandong University of Technology rated the bilingual teacher as “excellent”, and 43.33% of result is “good”. However, students also put forward more improvement suggestions to teachers. The top three expectations are: “combining with the case of current political points” (26.67%), “interesting classroom teaching” (19.16%) and “helping students improve their English learning ability” (13.83%). Students' expectations are actually higher requirements for teachers' teaching level and English ability. If teachers' professional quality and supporting English ability cannot be steadily improved, it is difficult to be competent for the arduous tasks of bilingual teaching.
3. Active Exploration of Bilingual Teaching

Based on years of teaching experience and exchanges experience with teachers in other colleges and universities, the author reflects and puts forward some feasible suggestions:

3.1. Resolutely Resisting Assimilation of Bilingual Courses and College English, Promoting’ Three-point Penetration Method’ Learning Methods

The objectives of bilingual teaching is professional knowledge acquisition through English, so the task of teaching is professional knowledge. Of course, the improvement of English level is undoubtedly helpful for the objective achievement. The author believes that it is necessary to promote the “Three-point Penetration Method”, which is combining the pre-class preparation with the classroom teaching and extensive reading after class, and put these three points through daily learning, so as to cultivate students’ perseverance.

Pre-class preparation could focus on English learning, solve the problems of new words and grammar in the text, and translate the text smoothly. The preview will reduce the understanding obstacles in the classroom and ensure the progress of teaching; Classroom teaching is mainly aimed at professional knowledge, which can be properly arranged in the classroom after pre-class preparation. In the classroom, case analysis, organizational discussion and in-depth study can be carried out. Extensive reading after class can be completed by reading designated reading books and actively inquiry about academic materials. For the knowledge not understood in the classroom, can be compensated by homework or autonomous learning.

3.2. Exploring New Composite Teaching Methods, Expanding Classroom Content, and Enhancing the Interest of the Course

In the digital age, teachers have more teaching methods than before. Diversified teaching methods could be used in the classroom to increase the charm of the course and improve teaching quality. In order to increase the interest of theoretical courses, we can now adopt rich teaching methods such as case teaching method, comparative teaching, interactive teaching, on-site experience teaching, simulation proposal teaching and even the insertion of small games in the classroom.

In the above new teaching methods, case teaching method and interactive teaching effect are excellent, which can be combined with other teaching methods. Case must be typical, forward-looking. It is better to have fun, which will improve students’ learning enthusiasm for strong theoretical courses. Taking knowledge points related to international communication and cultural barriers as an example, it can cooperate with the film the Babel , which won the Golden Globe Award. The film shows clearly the problem caused by hegemonism, deep-rooted cultural barriers between countries, and cross-ethnic communication barriers. At the same time, teachers use the problem elicitation method to inspire students think deeply. At the end of the case, the task-driven method is used to arrange the relevant English literature, and students take turns to report orally. In addition, the classroom can be interspersed with many hot issues, political comments, US presidential elections scene and so on, which not only enrich the textbook content, but also active classroom atmosphere. In addition, case-sharing system can be established to search and organize various media cases by student groups and shared regularly. This sharing can deepen students’ understanding of theory and improve their oral English ability.

3.3. Building a Network Teaching Platform, Enriching Curriculum Resources, and Extending Classroom Learning to Extra-curriculum

With the maturity and application of internet technology, learning has gradually broken through the limitation of time and space and the curriculum resources are infinitely expanded.
We should establish a network teaching platform for the actual situation of the school, to solve the problem about credit hour. With the help of online teaching platform, students can independently complete the “Three-point Penetration Method” projects above, including browsing the teaching objectives, teaching contents, difficulties and key points of each class; watching online courses, and searching curriculum resources and so on. Students could ask questions through online mailbox, express opinions or comments in the curriculum forum, and submit course assignments, questionnaires, videos and notes of autonomous learning.

Teaching and learning are mutually beneficial. The network teaching is part of the extension of classroom teaching, such as: interactive discussion between students, organizing online student group activities, online individual guidance, online questioning etc. The network platform can also help teachers publish teaching tasks in real time, arrange course assignments, display learning outcomes, understand students’ learning situation through online interaction and background data, communicate with students in a timely manner, and record teaching experience at any time, all of these would provide a solid foundation for teaching and research work.

On the network teaching platform, a large communication learning resource library can be established. China lacks original communication works, while online information is massive available for search and learn, this resource library can effectively support classroom teaching and provide great help for the study of many courses of this specialty.

3.4. Improving the Teachers’ Quality and Strengthening the Exchange of Bilingual Education between Universities

Improvement of the teachers’ quality is a strong guarantee for the sustainable development of bilingual teaching. Teachers’ foreign language proficiency and professional level determine the level of bilingual teaching directly. Standard English pronunciation, excellent expression, rich specialized knowledge are indispensable. And as mentioned above, students will put forward new requirements at any time in the teaching process. These are tests and expectations for teachers’ quality. In this regard, planned teacher training should be put on the agenda, especially for the young and middle-aged teachers. The following methods can be adopted: education background promotion, scholarly exchange short time to the world famous universities, on-campus or off-campus English special training, regular participation in academic exchanges and meanwhile introduction of foreign assistance is a supplementary means. Employment of foreign teachers for professional courses or giving lectures.

In addition, teachers should broaden their thinking and enhance bilingual teaching exchanges. It is difficult to explore and summarize the teaching rules for bilingual teaching than local course. Although bilingual teachers are diligent, they are unable to communicate their experience in time due to different professional fields and grades. Therefore, we should organize regular discussions with bilingual teachers of different grades or even different majors, and share the experience of bilingual teaching. Good teaching methods can be promoted throughout the university, and the problems and shortcomings in teaching can also be solved by collecting ideas. Besides, this kind of communication activity can be held between different universities. If some famous and experienced teachers could be invited to participate, the effect and influence will be better.

4. Conclusion

Nowadays, the internationalization requirements for talents continue to increase. In the field of journalism and communication, the industry needs high-level compound talents with global vision, and good English editing and broadcasting capabilities. The academic circle needs elite which keep up with the world academic trend and further integrate with the international
cutting-edge research concepts. So, the bilingual education of communication has very important practical significance. This paper reviews the current situation of communication studies, puts forward problems and tries to solve them in order to improve the level of bilingual education and cultivate more high-level talents to meet the requirements of the times.

References


