



A Study on the Training Model of the Bilingual Teachers in Local Universities and Colleges

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Abstract

Based on the demand of local universities and colleges to bilingual teachers, drawing experience from successful methods and patterns in bilingual teachers training, combining with the situation of local universities and colleges, we should correctly fix on training purposes, adopt various training methods, and effectively establish the encouraging and appraising mechanism, building effective training model of bilingual teachers for local universities and colleges, looking forward to training a batch of teachers adapting to bilingual teaching in local universities and colleges, providing personnel support and intelligent guarantee for boosting the development of local universities and colleges.

Key words: Bilingual teachers; Training model; Local universities and colleges

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1. STATUS AND PROBLEMS: EXPLORATION ON THE TRAINING OF TEACHERS IN LOCAL UNIVERSITIES AND COLLEGES

For bilingual education in various countries, the quality of bilingual teachers is the key to the success of bilingual education. They believe that effective bilingual education requires bilingual teachers not only to be proficient in two languages, but also to have in-depth subject knowledge and rich teaching skills, and to have a detailed understanding of the current educational theory system. At the same time, bilingual teachers should also understand the students' learning background and social and cultural background as well as their development potential, so as to effectively carry out bilingual teaching.

In China, bilingual teaching research began in 1986. Since September 3, 2001, the “Opinions on Strengthening the Quality of Teaching in Undergraduate Teaching in Universities and Colleges” issued by the General Office of the Ministry of Education has emphasized that it is necessary to “proactively promote the use of English as a foreign language for teaching”.¹ At this time, Peking University, Tsinghua University, etc. have introduced some original English textbooks. According to the “Notice on Launching the 2007 Bilingual Teacher Curriculum Construction Project” (No. 137 [2007] No. 137) issued by the Higher Education Department of the Ministry of Education in 2007, in accordance with the principle of batch construction, from 2007 to 2010, a total of 500 bilingual teaching demonstration

¹ Ministry of Education. Notice of the Ministry of Education on Printing and Distributing Several Opinions on Strengthening Undergraduate Teaching in Higher Education and Improving Teaching. Quality [EB/OL]. http://old.moe.gov.cn/publicfiles/business/htmlfiles/moe/moe_1623/201006/88633.html. 2001-08-28/2018-03-20.

courses will be supported. Each year, key disciplines will be identified and the funding for each course will be 100,000 yuan. The bilingual teaching demonstration course includes the training and training of bilingual teachers, the recruitment of foreign teachers, experts to lecture in China, the introduction and construction of advanced bilingual teaching materials, the reform and practice of bilingual teaching methods, the production of excellent bilingual teaching courseware, and the summary of experience of bilingual teaching and so on. By the end of 2010, there were 503 bilingual teaching demonstration courses actually supported. At present, there are 212 universities and colleges with bilingual teaching demonstration courses, of which "211 engineering colleges" have 100, accounting for 47.2%, and bilingual teaching demonstration courses total 354.5, accounting for 70.5% of all the number of courses; "non-211 engineering colleges" have 112, accounting for 52.8%; The bilingual teaching demonstration course totaled 148.5, accounting for 29% of the number of non-established courses. In terms of project-based majors, the "Management Law" bilingual teaching demonstration course reached 135, accounting for 26.8% of all the established courses. Wuhan University, Centre China University of Science and Technology, Wuhan University of Technology, Centre South University of Economics and Law and other universities have adopted bilingual teaching for economics, management, and materials. Famous universities such as Peking University, Tsinghua University, and Tianjin University adopt original and advanced foreign textbooks for some postgraduate courses, and adopt English-based teaching methods to enhance graduate students' ability to understand the latest achievements of world science and technology and publish academic results abroad. And accelerate the pace of high-level education in colleges and universities in line with international standards.

However, with the in-depth development of bilingual teaching in China, the problem of bilingual teachers in local colleges has become increasingly serious. At present, the general requirement of the national bilingual teaching curriculum is that foreign language or original textbooks must be used, and the proportion of teachers using foreign languages in the classroom is more than half. According to such standards, it is not a problem for the "985" colleges and some "211" colleges, but it is indeed a difficult thing for a local college with a "sea return" teacher and a relatively weak teacher. At present, among the faculty members of local universities and colleges, there are very few teachers who can carry out bilingual teaching. Many professional teachers have not had the opportunity to participate in the training of strengthening foreign languages since entering the school, and the young backbone teachers in local colleges are relatively lacking. In addition, many local universities and colleges did not pay enough attention to bilingual education, and teachers

themselves did not take the initiative to improve their foreign language ability. It can be seen that the faculty members of local universities and colleges who can make a difference in bilingual teaching are extremely thin. How to combine the development of Local Universities and Colleges, training bilingual teachers is imminent. Therefore, we should study the successful methods and models of bilingual teacher training at home and abroad, and combine the characteristics and requirements of local universities and colleges, and finally explore a set of models and systems suitable for local college bilingual teacher training, for local college bilingual teachers, the training provides reference and reference for the purpose of solving the problem of bilingual teachers in local colleges.

2. LEARNING AND ABSORPTION: SUCCESSFUL METHODS AND MODELS IN TEACHING AND TRAINING

In foreign countries, due to the high quality requirements of bilingual teachers, the shortage of bilingual teachers has become a bottleneck problem that has plagued the development of bilingual education in various countries. Therefore, all countries attach great importance to the development of bilingual education and the training and training of bilingual teachers and the construction of professional teachers. In the United States, Canada, Singapore and other countries, bilingual teacher training is better. Various bilingual teacher training programs are held regularly or irregularly in regions and schools where bilingual education is conducted in various countries. Successful bilingual teacher training programs abroad usually include the following elements: bilingual teachers usually have to accept a variety of subject knowledge in subjects taught in a second language. In addition, theoretical learning is closely integrated with educational practice. Educational internships account for a large proportion of training; bilingual teachers in various regions, schools and departments often hold teaching exchange activities, learn from each other in the form of lectures and discussions; strengthen the training of in-service teachers, conduct holiday training, and teaching activities such as lectures to further improve the business level of bilingual teachers. It is these flexible and effective bilingual teacher training programs that have trained a large number of bilingual teachers, which provides a basic guarantee for the smooth development of bilingual education in various countries.

It is not difficult to see from the training and training of bilingual teachers from abroad that they attach great importance to the cultivation of subject knowledge and short-term training and exchanges in subjects taught in a second language, which gives us useful inspiration. Throughout the situation of bilingual teacher training at

home and abroad, although bilingual education in some foreign countries has achieved great success, experience is worth learning from. But after all, national conditions are different, especially we do not have a bilingual social environment, we cannot blindly copy foreign methods. For example, in Canada, about one-third of Canadians are English-speaking, one-third are French-speaking, and one-third are ethnic minorities. The unique demographic and linguistic features ensure the quality of Canadian bilingual teachers. In China, English belongs to the category of foreign languages, and bilingual teaching is still in the experimental stage. Existing bilingual teachers, especially bilingual teachers in local universities and colleges, have basically not received specialized and systematic bilingual training. Bilingual teaching is mostly voluntary. Therefore, learning and absorbing the successful methods and models in teaching and training, combined with the actual situation of local universities and colleges, and exploring a set of scientific, systematic and effective local college bilingual teacher training model has become the primary problem for local colleges.

3. EXPLORATION AND CONSTRUCTION: BILINGUAL TEACHER TRAINING MODE IN LOCAL UNIVERSITIES AND COLLEGES

The training of bilingual teachers in local colleges is mainly reflected in strengthening the training of in-service teachers. Drawing on and absorbing the successful methods and models in teaching and training, combined with the actual situation of local colleges, this study will start from the following three aspects to explore the bilingual teacher training mode of comprehensive local colleges. That is, to correctly position the training objectives, adopt various training methods in the training process, and establish an effective incentive and assessment mechanism in the evaluation mechanism.

3.1 Correct Positioning of Training Objectives

The Ministry of Education's "Several Opinions on Strengthening Undergraduate Teaching in Higher Education to Improve Teaching Quality" clearly states: "Foreign language teaching courses must reach 5%-10% of the courses offered. For the time being, schools and majors that directly teach foreign language conditions are not available. Some courses can be taught in foreign language textbooks and taught in Chinese, step by step."² According to relevant scholars' summary of domestic

² Ministry of Education. Notice of the Ministry of Education on Printing and Distributing *Several Opinions on Strengthening Undergraduate Teaching in Higher Education and Improving Teaching Quality* [EB/OL] http://old.moe.gov.cn//publicfiles/business/htmlfiles/moe/moe_1623/201006/88633.html. 2001-08-28/2018-03-20.

bilingual teaching mode, there are three main bilingual teaching modes in China: (1) Mixed type: using foreign language original textbooks or foreign language lectures, mainly Chinese teaching, and the title or main conclusion in the blackboard is in foreign languages. (2) Semi-external type: use foreign language original textbooks or foreign language lectures, foreign language lectures, and use foreign language books. (3) Full-face type: use foreign language original textbooks or foreign language lectures, all taught in foreign languages (Wu, 2007, pp.37-45). Judging from the current situation of bilingual teachers in Local Universities and Colleges, most teachers engaged in bilingual teaching can only achieve a mixed teaching model. To further improve the bilingual teaching to the second and third modes, it takes a long time and continuous efforts. Due to the different specific conditions of local universities and colleges, the level of teachers is different. Therefore, it can only be carried out step by step. The combination of Chinese-oriented classes is more than 50% of the semi-external type. In the end, English is taught to account for more than 90% of the total appearance. According to the actual situation, the correct target orientation of bilingual teacher training in local universities and colleges should be "gradual and gradual advancement": the bilingual teacher training is divided into three stages: primary, intermediate and advanced, and the teacher's goal of achieving semi-external teaching is the short-term goal. It is a long-term goal for teachers to achieve full-scale teaching.

3.2 Using a Variety of Training Methods

As far as the construction of bilingual teachers in local universities is concerned, the development and improvement are mainly based on their own talents, that is, on the basis of their own training, select some teachers with strong business ability, promising future and valuable training to carry out key training. In view of the actual situation of Local Universities and Colleges, the author believes that the following ways can be taken:

Self-training on campus: Because English teachers and professional teachers have their own advantages, they can work together to break the boundaries between English teachers and subject teachers. English teachers complement and strengthen professional knowledge. Subject teachers supplement English knowledge and strengthen their ability to use English for teaching. A two-way parallel promotion strategy is implemented in bilingual teaching teacher training.

Short-term school-based training: School training institutions make full use of winter and summer vacations and provide short-term English training for bilingual teachers in a planned manner. On the one hand, the teachers with solid English foundation and accurate pronunciation are trained as bilingual teachers; on the other hand, English teachers who are willing to engage in bilingual teaching are trained as bilingual teachers.

Domestic training: Send bilingual teachers to the corresponding professional colleges or foreign language schools in China for bilingual training.

Study abroad: The school sent bilingual teachers to the United Kingdom, the United States and other countries for further studies.

Educational background training: Select English backbone teachers to obtain relevant professional degrees and strengthen professional knowledge training.

Strengthen professional or foreign language training and training for key teachers: Emphasis is placed on increasing investment and systematically organizing teacher professional or foreign language training and further education. Teachers who are actively engaged in bilingual teaching should be given priority in arranging out training and training, so that they can apply their knowledge and receive immediate results.

3.3 Establish an Effective Incentive and Assessment Mechanism

In the end, the construction of the teaching staff will also be regulated through policies, and the enthusiasm of teachers will be stimulated through policies. First of all, compared with conventional teaching, bilingual teaching teachers spend more time and energy on preparing lessons, organizing teaching, correcting homework, etc., and put forward higher requirements for teachers' professional ethics and professional quality. Universities must consider the rational quantification of bilingual teaching. In terms of workload, time allowance,

performance appraisal, etc., the policy is tilted and the intensity is large. Secondly, it focuses on the evaluation of teachers' titles and the year-end evaluation of teachers to improve the enthusiasm of teachers for bilingual teaching. Thirdly, appropriate financial assistance should be given to teachers who are actively exploring bilingual teaching or going out for training and further education. Finally, encouraging teachers to actively apply for bilingual teaching and research projects in the form of teaching and research projects is also a good way to promote teachers' bilingual teaching. In short, through certain incentives and assessment mechanisms, teachers must be soberly aware that bilingual teaching is also related to their own development and survival.

Bilingual teacher training in local colleges requires us to learn from and absorb the successful experience of bilingual teacher training on the basis of successful methods and models in research teaching and training, correctly position training objectives, adopt various training methods, and establish effective incentive and assessment mechanisms. In order to cultivate a group of teachers who can be qualified for bilingual teaching, provide talent support and intellectual security to promote the development of local universities and colleges.

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