

# Problems and Countermeasures in Bilingual Teaching of English Courses in Colleges and Universities

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## Abstract

College English is the basic course of colleges and universities, and bilingual teaching is an important trend of teaching reform in colleges and universities, and it is also an important way for colleges and universities to cultivate high-quality talents. This paper discusses the problems existing in college English bilingual teaching, and puts forward countermeasures and suggestions on how to enhance the effect of college English bilingual teaching, hoping to provide a reference for college English bilingual teaching classrooms.

## Keywords

**Bilingual education; College English; Problems and Countermeasures.**

## 1. The Importance of Bilingual Teaching to College English

With the acceleration of information, knowledge and economic globalization, international academic exchanges and cooperation have become increasingly active, and the new situation of social development has put forward higher requirements for talents. Nowadays, many students can pass the CET-4 and CET-6 exams, but they cannot communicate in English or read professional English literature. It can be seen that this teaching mode is no longer suitable for the needs of current social development. It is imperative to improve the traditional teaching methods and improve students' comprehensive English ability as soon as possible. The implementation of bilingual teaching can comprehensively improve students' English practical ability, lay a good foundation for academic research and international exchanges, and is an important way to cultivate competitive interdisciplinary talents [1]. At the same time, with the rapid development of science and technology today, new theories and technologies are constantly emerging in the world, and the teaching content of courses is also constantly enriched, adopting bilingual teaching can effectively make use of advanced foreign educational resources, create a teaching environment that is in line with international standards, and enable students to track the latest developments in the professional field. Therefore, vigorously promoting bilingual teaching is an important way to cultivate competitive high-quality talents, and it is also an inevitable trend of internationalization of higher education.

### 1.1. The Needs of College English Development

English teaching in higher education has cultivated a large number of English talents for our country. College English teaching is a teaching system in which schools use a variety of teaching methods to teach English language and culture, learning methods, and application ability under the guidance of English teaching theories [2]. With the acceleration of my country's internationalization process, various international activities such as the Beijing Olympic Games, World Expo, and Garden Expo have been held in China for many times. The development of these international activities has also increased the society's demand for professional English talents. Encourage colleges and universities to continuously explore new teaching methods in

order to achieve the goal of cultivating high-quality English talents. College English teaching has been reforming and exploring, but still encounter many problems: The goals and slogans are loud, but it is very difficult to practice teaching; many students are helpless in the face of English materials; more students face the problem of "difficulty in speaking".

## **1.2. Bilingual Teaching Promotes the Development of College English**

English is a highly applied subject, and proficiency in English requires a certain learning context. English teaching in our country attaches great importance to imparting English knowledge, and takes the completion of classroom exercises and passing the English test as the assessment standard. In this case, the students' English application ability cannot be improved. Bilingual teaching creates an atmosphere for students to learn English anytime and anywhere, which is conducive to their application of English to complete academic tasks in other subjects and achieve the dual goals of "improving English level and strengthening professional courses". In addition, because of being immersed in the bilingual teaching environment, the students' oral English ability and comprehension ability can be improved. At the same time, the students can study professional courses with an international perspective, and their comprehensive quality can also be improved.

## **2. Problems Existing in Bilingual Teaching of English Courses in Colleges and Universities**

Many colleges and universities have begun to attach importance to bilingual teaching, using the advantages of bilingual teaching to improve the quality of student training, and achieved good teaching results. However, in the process of college English bilingual teaching, there are also various difficulties, and colleges and universities can only achieve the purpose of bilingual teaching by overcoming them. The main dilemmas of college English bilingual teaching are as follows:

### **2.1. The Teaching Objectives Are Not Clear**

At present, there is still a lack of a mature bilingual teaching model in colleges and universities. Is the goal of bilingual teaching the learning and mastering of professional English, the training and improvement of professional ability, or the understanding and recognition of multiculturalism? How should they be coordinated? These issues are still in a state of doubt. In the absence of teaching plans and syllabuses suitable for bilingual teaching, many colleges and universities hurriedly carry out bilingual teaching, of course, it is difficult to achieve the desired teaching goals. On the other hand, some teachers do not care about the students' receiving ability in teaching, and blindly use highly difficult all-English teaching materials and all-English teaching, not only fails to achieve the goal of improving comprehensive English ability, but also delays the learning of students' professional knowledge, leading to putting the cart before the horse. Therefore, how to properly handle the relationship between language teaching and professional teaching, clarify the goals of bilingual teaching, and effectively improve students' understanding and mastery of professional knowledge, is an important issue facing the current bilingual teaching in colleges and universities.

### **2.2. Teaching Cannot Produce the Ideal Teaching Effect**

College English is a public basic course in colleges and universities, and schools generally arrange a 1-2 academic year course teaching plan to ensure that students have a high level of English application. However, at present, there are phenomena such as "fried high school English" and other phenomena in college English teaching in my country's colleges and universities. The teaching focus of colleges and universities is still to cultivate students' basic language ability, and even the teaching method follows the test-oriented education model of

high school. In addition, some colleges and universities will pass the "English CET 4 and CET 6" as a prerequisite for obtaining a graduation certificate and a degree certificate. Therefore, students' knowledge and understanding of English learning are often limited to the training of basic English language ability [3]. Under this teaching mode, their English proficiency cannot even ensure the smooth implementation of bilingual teaching, let alone help them achieve the learning goals of professional subjects, which also limits the development of bilingual teaching. Even if some colleges and universities popularize bilingual teaching, the practical effect of bilingual teaching is greatly reduced due to the lack of clear English teaching concept and teaching design.

### **2.3. Teaching Materials Are Not Suitable**

The selection of appropriate bilingual teaching materials is an important prerequisite for the successful completion of teaching activities, but until now, it is still difficult to find suitable bilingual teaching materials. At present, due to the fact that there are very few English-language textbooks for professional courses, the existing English-language textbooks are relatively outdated, and teachers have very limited choices. At the same time, teachers face a wide variety of English original textbooks that are not very targeted, and there is a big blindness in the introduction of textbooks. In addition, the original English textbooks are relatively expensive, and it is difficult for students to afford them. In the absence of suitable textbooks, teachers must spend a lot of time and energy to compile and select textbooks by themselves, which greatly increases the time investment and difficulty of bilingual teaching. Therefore, the lack of bilingual teaching materials suitable for our national conditions is a key problem restricting the development of bilingual teaching.

### **2.4. Lack of Teaching Faculty**

Bilingual teachers must not only master two languages, but also know professional knowledge. They must have the dual qualities of English education and professional education in order to teach students a professional knowledge systematically and in simple language in English. However, since the mode and concept of bilingual teaching has just started in all-cause colleges and universities, although after several years of construction, teachers are still lacking. At present, it is a common phenomenon that most professional teachers can successfully read the English materials of their majors and write papers in English, however, listening and speaking are relatively weak, and teachers lack confidence in bilingual teaching. Even if they teach in English, they can only rely on lecture notes and cannot really teach professional knowledge. Although English major teachers have good English skills, they cannot grasp professional knowledge well, and there are very few teachers who can combine English teaching and professional ability at the same time. Therefore, the serious shortage of bilingual teaching teachers has become a bottleneck in the development of bilingual teaching. Building a team of teachers with high English proficiency and strong professional knowledge is a key factor in promoting bilingual teaching.

### **2.5. The Effect of Bilingual Teaching Is Affected By Students' English Level and Teachers' Professional English**

The goal of bilingual teaching is clear, aiming to improve students' English application level. Through bilingual teaching, students can not only master English daily communication skills in the classroom English context, but also enhance their interest in professional English learning. But for English, a public basic course, the difficulty of implementing bilingual teaching is also obvious, and its development is still affected by many factors. On the one hand, because Chinese students have been receiving "cramming" English education for a long time, their English application level is relatively low, so many students cannot adapt to bilingual teaching [4]. Once they can't understand or understand professional English, they will learn English and

professional knowledge Back off in the process. On the other hand, the bilingual application ability of subject teachers also needs to be improved. First of all, most teachers do not have the ability to teach in English, so bilingual teaching is difficult to carry out in a large range of colleges and universities; Secondly, although some teachers have the ability to communicate in public English, if they are asked to explain professional knowledge in English, there will be many problems. In a word, teachers' "teaching" and students' "learning" are the most important factors in the process of students' acquisition of knowledge, and bilingual teaching is directly affected by these two factors.

## **2.6. The Effect of Bilingual Teaching Is Difficult to Keep Consistent with the Improvement of Professional English Ability**

The use of bilingual teaching mode will lead to contradictions between bilingual teaching and professional teaching of various disciplines. Applying English to bilingual teaching is a challenge for many teachers: on the one hand, they often forget some concepts of English teaching; On the other hand, they may neglect the teaching of specialized subjects. When teachers conduct bilingual teaching, they must consider both English and professional subjects as a whole, so it is often difficult to achieve both, and it is impossible to achieve the goal of improving students' English proficiency by applying bilingual teaching in professional subjects [5]. For students, mastering the basic knowledge of the corresponding subject and applying it is the main purpose of their learning. However, in the process of bilingual teaching, due to various reasons, such as the weak English foundation of students and the weak bilingual teaching ability of teachers, students cannot understand professional knowledge well, let alone improve the application ability of professional English.

## **3. Countermeasures to Enhance the Teaching Quality of English Bilingual Courses in Colleges and Universities**

In order to improve the quality of personnel training through college English bilingual teaching, colleges and universities must start from the classroom, choose appropriate teaching modes, and take corresponding measures to enhance the effect of college English bilingual teaching.

### **3.1. Clarify the Purpose of Bilingual Teaching**

Bilingual teaching aims to help students "learn professional knowledge, improve bilingual ability, understand multiculturalism, and cultivate global awareness," so it is not purely based on English content teaching, but permeates the teaching of subject professional knowledge [6]. The basic goals of bilingual teaching: First, based on students' professional education and ability training, so that students can acquire language application ability in certain professional fields, use bilingualism to collect and exchange professional information, and broaden their professional horizons. The second is to cultivate bilingual talents so that students can adapt to the increasingly integrated world technological, economic and cultural environment. Therefore, in the process of bilingual teaching, the teaching concept of "people-oriented" should be established, and the basic starting point should always be to expand the knowledge and ability of the subject.

### **3.2. Adjust the Curriculum to Increase the Proportion of Professional Knowledge in English Courses**

Generally speaking, colleges and universities set up English courses according to the talent training plan, including the teaching content and number of hours of English courses. Judging from the problems existing in the above-mentioned college English bilingual teaching, the current college English teaching has the characteristics of insufficient professionalism and too strong foundation. Colleges and universities should adjust the teaching content of existing

English courses, increase the proportion of professional knowledge in English courses, and pay more attention to the professionalism of English courses. On the basis of the existing basic English teaching materials, colleges and universities can add auxiliary professional English teaching materials, or directly use more professional teaching materials for college English teaching. Based on the background conditions of bilingual teaching, colleges and universities should take professionalism as one of the criteria for textbook selection when choosing college English bilingual teaching materials. Therefore, when colleges and universities choose English teaching materials, they should consider the actual situation of different majors, order different English teaching materials for each major, and ensure that the selected teaching materials have a certain proportion of professional knowledge. In addition, colleges and universities can also organize school teachers to give full play to their own strength, combining the professional characteristics of the school and the teaching style of teachers, compilation of school-based college English textbooks, and development of English textbooks that reflect the school's professional characteristics, in order to enhance the practicability of classroom teaching and stimulate students' interest in classroom learning.

### **3.3. Reasonable Selection of Bilingual Teaching Materials**

Generally speaking, bilingual textbooks can be divided into four modes: Chinese textbooks with English annotations, selection of Chinese textbooks and English textbooks, English textbooks with Chinese annotations, and direct use of the original English textbooks [7]. These four modes have their own advantages and disadvantages, which need to be compared and selected in practice. In view of the English level and learning characteristics of Chinese college students, it is more suitable to use a combination of Chinese textbooks and English original textbook selection in teaching. The outstanding features of the original English textbooks are strong practicability, vivid language and exquisite pictures, which just make up for the weak links of Chinese textbooks. Teachers can choose English original textbooks in colleges or classes with mature conditions, make full use of the characteristics of strong participation of original textbooks, and strive to explore the interaction between teaching and learning. At the same time, in order to ensure the teaching effect, appropriate Chinese textbooks and materials should be recommended in teaching to help students understand professional knowledge and clear the logical structure.

### **3.4. Strengthen the Construction of Teachers' Team**

Bilingual teaching has high requirements on teachers. Therefore, strengthening the training of teachers and cultivating a team of teachers with profound professionalism and solid English in a purposeful and planned manner is the basic work for carrying out bilingual teaching. There are many ways to train bilingual teaching talents. Conditional schools can choose professional teachers with good English skills to go abroad for short-term training, or they can train professional teachers in the school to improve the level of English teaching through on-the-job training. Bilingual teaching observation and teacher seminars can also be held regularly to explore ways to improve the level of bilingual teaching through on-site training and exchange of experience. In addition, as more and more returnees from overseas study come to teach in colleges and universities, some incentive measures can be formulated to encourage them to adopt foreign teaching modes to carry out bilingual teaching.

### **3.5. Adjusting the Bilingual Teaching Mode of English in Colleges and Universities**

On the whole, because many colleges and universities do not pay enough attention to bilingual teaching, they do not adopt appropriate teaching methods when implementing bilingual teaching, resulting in slow development of bilingual teaching. To realize the effective integration of bilingual teaching and college English, colleges and universities must update the teaching

concept of college English courses in time and adjust the mode of college English bilingual teaching. In the teaching process, teachers can adopt modern teaching methods according to their own teaching experience and students' physical and mental development characteristics, combined with current new media technology, so as to promote the adjustment of bilingual teaching mode. English teachers can also cooperate with professional teachers to innovate bilingual teaching of college English, and strive to enhance the attractiveness of classroom teaching. In addition, colleges and universities should encourage college English teachers to carry out bilingual teaching, give certain rewards to classes and teachers with good teaching results and good effects, and promote their excellent teaching experience throughout the school. Only through joint efforts can schools and relevant teachers be able to innovate and adjust the mode of college English bilingual teaching more effectively.

### **3.6. Improve Bilingual Teaching Methods**

#### **3.6.1. Step By Step, Flexible Conversion**

Research shows that there is a process from cognition to comprehension of new knowledge for students. Teaching in English will increase the difficulty of students' understanding and mastery [8]. Therefore, in the teaching process, teachers can start with professional terms and explain in English. After the students are familiar with the professional English vocabulary and adapt to the English teaching environment, they should gradually increase the proportion of English in the classroom, and gradually transition to teaching theoretical knowledge in English. The explanation of simple content and review content is basically in English, and the new, abstract and difficult content is explained in Chinese. According to the teaching content and students' situation, teachers generally grasp the proportion of bilingual teaching and flexibly change the teaching language.

#### **3.6.2. Diversified Teaching Methods**

The main requirement of bilingual teaching for students' English level is listening, which is precisely the weakness of my students. In order to alleviate the fear of students and enhance the teaching effect, heuristic and seminar teaching methods should be adopted as far as possible in the teaching process. In the classroom, teachers can stimulate students' strong sense of participation and desire for knowledge through vivid examples and interesting questions. At the same time, it also encourages students to ask and answer questions bravely in English, encourage students to take the podium to participate in lectures, and strive to create an "interactive teaching" atmosphere of two-way communication and equal discussion in English, cultivate students' awareness of participation, and expand students' thinking space.

#### **3.6.3. The Application of Various Teaching Methods**

In bilingual teaching, multimedia can be used to organically combine text, images and animations to improve students' interest in learning and help students understand visually. At present, the students' English reading ability is generally higher than the listening level. If they don't understand, they can read the courseware, which makes up for the lack of listening to a certain extent. At the same time, it can deepen the understanding of professional English vocabulary and help overcome language barriers in teaching [9]. In addition, building a network teaching platform is also a recommended method. In our teaching practice, we put the syllabus, courseware in Chinese and English, video of some chapters, and exercise bank on the campus network, which is convenient for previewing before class. Students can listen and understand more attentively in class. teaching effect [10].

#### **3.6.4. Reform the Assessment Method**

The assessment forms of bilingual teaching are flexible and diverse, and a combination of various assessment forms such as classroom questioning, literature translation, topic review, group demonstration, classroom assignments and final exams can be adopted. In our teaching,

in addition to arranging written assignments for each chapter and each section, we also require students to complete research projects in teams. Each team submits English papers and reports research results in bilingual form. This assessment method not only assesses professional knowledge but also professional English, which is not only conducive to guiding students to actively carry out course study, but also exercise students' literature review ability, analysis and research ability, paper writing ability and innovation ability, it is very different from the traditional assessment method. Practice shows that most students can accurately express their thoughts in English when reporting on the subject.

#### 4. Conclusion

Bilingual teaching is an important part of the teaching reform in colleges and universities, and it is also an important way for colleges and universities to cultivate high-quality talents. However, there are still many problems in college English bilingual teaching. Colleges and universities should improve the proportion of professional knowledge, adopt hierarchical teaching for students with different English levels, and adjust the mode of college English bilingual teaching. The effect of teaching.

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