

Research on Bilingual Postgraduate Teaching Innovation

Xin-Ying LIU^{1,a,*}, Wen-Wen LIU^{2,b}

¹College of International Economics and Trade, Shandong University of Finance & Economics, Jinan, Shandong, China, 250014

²College of International Economics and Trade, Shandong University of Finance & Economics, Jinan, Shandong, China, 250014

^asheila_guo1988@hotmail.com, ^bliuwenwen888999@163.com

*Corresponding author

Abstract

Bilingual teaching innovation of postgraduate is one of the hotspots of current teaching reform. This paper analyzes the problems existing in postgraduate's bilingual teaching, and puts forward the viewpoints of bilingual teaching innovation. On this basis, this paper raises suggestions promoting bilingual teaching innovation of postgraduates, which promotes the international development of postgraduate education.

Keywords: Postgraduate's Bilingual Teaching, Bilingual teaching Innovation, three Dimension Four Stage Bilingual Teaching Mode.

INTRODUCTION

With China's opening up and frequent foreign exchanges, a large number of high-quality compound talents who are proficient in foreign language and have rich professional knowledge are in urgent need in China. Cultivating postgraduates with professional knowledge and high level foreign language is one of the most important teaching targets of colleges. In this sense, carrying out bilingual teaching is inevitable. With the strengthening of international academic exchange, more and more attention has been paid to strengthen the bilingual teaching intensity. The cultivation of bilingual talents concerns national prosperity, and the key factor for improving the quality of bilingual talents is the concept innovation of postgraduates' bilingual education. Foreign advanced education idea, scientific teaching methods, and rich teaching resources can be introduced into China by the bridge of language learning. The improvement of postgraduates' language learning ability lays a good foundation for international academic exchange and cooperation.

ANALYSIS OF EXISTING PROBLEMS IN POSTGRADUATES' BILINGUAL TEACHING

The goal of bilingual teaching with postgraduate is to improve their bilingual application ability and scientific research level which enable them to read foreign literature, do scientific research independently and gain cross cultural communication ability by using international language skillfully. In order to ensure the realization of these goals, universities should implement feasible and efficient bilingual teaching mode, however there are various problems during the implementation process of bilingual teaching which could draw attention of administrative departments of education and the school leadership.

The Shortage of Bilingual Teachers

Teachers in universities are in face of higher requirement in bilingual teaching, which requires teachers to have high level foreign language speaking, writing skills and relevant professional knowledge and rich teaching experience. University teachers are divided into two kinds mainly. One type is graduates who are just out of school. Their ability of using foreign language is relatively strong, but their professional knowledge is not systematic, comprehensive and their teaching experience is obviously insufficient. Another type are the middle and old aged teachers with rich teaching experience, but their foreign language level especially oral language level is

poor which makes it different for them to teach in foreign language. Therefore, the key factor to guarantee the smooth progress of bilingual teaching reform in university is solving the problem of bilingual teachers' shortage.

The Deficiency of Bilingual Teaching Materials

According to the requirements of bilingual teaching, universities should adopt foreign textbook. The original foreign textbooks can create a good environment for students to use foreign language. But there are all kinds of problems in the actual operation. Firstly, the channel of teachers choosing foreign textbook is relatively narrow, even if the teachers have selected excellent foreign original teaching materials. They still cannot be introduced for some reasons such as the quantity of students using the foreign textbooks is small, expensive price. Secondly, there are some problems in the expression of some domestic foreign language textbooks, which are not in line with the principles of training international talents of universities.

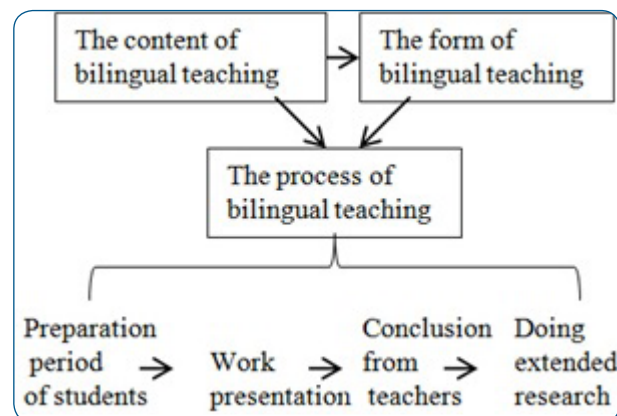
The Lack of Standardized Management

With the development of educational reform in colleges and universities, carrying out bilingual teaching for postgraduates is imperative. However, some colleges and universities are anxious for success; they promote bilingual teaching in various fields without sufficient resource conditions. Some colleges and universities are eager for instant success, and they compete for students by abusing bilingual stunt. Some universities' aim is unreasonable high. They don't select and audit the bilingual teachers which makes the bilingual language teachers' language foundation is not solid and the teachers cannot teach professional knowledge with foreign language thinking. The goal of bilingual teaching is not just to strengthen students' foreign language listening and speaking ability. It is to culture the ability of thinking and solving problems with open-minded thinking.

INNOVATION MODE OF POSTGRADUATES' BILINGUAL TEACHING

During the postgraduate study period, one requirement for students is reading various foreign language materials and strengthening the scientific research ability. Another requirement for students is doing practical work with language advantage and professional knowledge. According to the training target of graduate students, introduce three dimensions-four stages bilingual teaching mode. Before implementing three dimensions-four stages bilingual teaching mode, the requirement for students should be introduced to them. Divide students into several groups, send some classic foreign literature to each student, and ask them to prepare before class. In three dimensions-four stages bilingual teaching mode, three dimensions refer to the content of bilingual teaching, the form of bilingual teaching and the process of bilingual teaching and four stages refers to preparation period of students, the work presentation, the conclusion from teachers and doing extended research.

Figure 1. The three dimensions-four stages bilingual teaching mode



The Content of Bilingual Teaching

In the first class of each topic, teachers should present the basic theoretical knowledge and research status related with the topic, in order to lay the foundation for follow-up study of knowledge. The teachers should explain the foreign language materials which have been issued to the students, and ask the students to talk about their own views.

The Form of Bilingual Teaching

The implementation of “immersion” bilingual teaching refers to a mode of teaching by foreign language on class and off class. The second language is not just for learning knowledge, but also used as a type of learning tool. According to the characteristics of bilingual teaching, the assessment of students can be the combination of both examination and investigation. Examination refers to doing tests with foreign language in the traditional mode. Investigation refers to obtaining materials by social investigation, data query off class. Students not only consolidate the knowledge learned from but also improve communication and cooperation ability by doing homework off class.

The Process of Bilingual Teaching

This dimension is the centre of the whole pattern and is usually carried out in the third class of each topic with four relatively independent stages.

Stage one-preparation period of students: Students of each group should cooperate with each other based on their preparation of foreign literature and carry out group discussion about their views. Student in charge collects group’s discussion result and reports their views during class.

Stage two-the work presentation: Speakers of each group make presentations about their discussion results in turn and they must carry out the explanation with analysis. After the presentation, speakers answer the questions from students and teacher. In the meantime the teacher should encourage students to carry out discussions even debates with others.

Stage three-the conclusion from teachers: The summary of the teacher should be divided into two aspects. One aspect is remarking on the content of the literature and pointing out the problems for further study. Another aspect is commenting on student’s oral expression ability and putting forward pertinence suggestions on improving foreign language ability.

Stage four-doing extended research: After preparation period of students, the work presentation stage and the conclusion from teacher’s stage, students have a deeper understanding of their research content and they can do further study based on above stages.

The three dimensions of four stages bilingual teaching mode for postgraduates are reasonable. Teachers teach theoretical knowledge to students in the first dimension which builds a solid knowledge platform for foreign materials’ study of students. Students are familiar with the foreign scholars’ thinking method and theory in the second dimension which can eliminate cultural barriers in scientific research. Students’ foreign language comprehension and oral expression ability are improved greatly in the third dimension. The first dimension and the second dimension’s preparations have laid a solid foundation for the study of the third dimension. The four stages of bilingual teaching are also interlocking. Students have to do lots of translation work in class, to read relevant materials, to manufacture PPT, to make presentations in class and to interact with teacher and other students which improve students’ autonomous learning ability.

Compared with the conventional non-bilingual teaching mode, three dimensions-four stages bilingual teaching mode is an innovation. It is a new mode in which the teaching is finished by cooperation between the teacher and the students. There are two teaching modes of postgraduates which are based on teacher and students respectively. There is a common defect of the two modes which is the separation between teacher and students. In three dimensions-four stages bilingual teaching mode, professor teaches knowledge to students and students give their

reading feedback to professor which establishes the cooperation mode in bilingual teaching.

Three dimensions-four stages bilingual teaching mode is advantage for the interaction between students. Students can discuss the topic both in groups and between groups which forms the knowledge communication channel. This channel transmits different thinking, knowledge, information, intelligence, spirit and character by which students can realize their own development. So the three dimensions-four stages bilingual teaching mode can overcome the disadvantage existing in traditional teaching mode for postgraduates.

SUGGESTIONS ON PROMOTING POSTGRADUATES' BILINGUAL TEACHING INNOVATION

Postgraduates' bilingual teaching reform and innovation is an important topic in higher education. This article try to analyze bilingual teaching reform by the aspects of the construction of bilingual teacher's team, the implement interactive class mode and the improvement of students' learning initiative, in order to cultivate international talents by bilingual teaching and improve the overall quality of postgraduates.

Strengthen the construction of bilingual teachers team

Under the influence of globalization, international exchange and cooperation in education have become increasingly frequent. Universities should integrate into the international environment actively and increase the introduction efforts of international talent. Cultivate talents with international competitiveness by introducing international advanced teaching ideas and methods. In the process of introducing foreign quality resources, universities also should introduce talents combining their own situation. The introduced talents can bring foreign advanced ideas and achievements into classes which can help students update professional knowledge and cultivate an international vision.

Strengthening the training of bilingual teachers is also an important way of building bilingual teaching ability in universities. Increase teachers' opportunities of overseas exchanges and overseas learning. By overseas study, professional teachers can absorb the teaching methods and professional knowledge directly which can ensure the sustainable development of bilingual teaching for postgraduates in universities.

Implement interactive class mode

In order to exercise students' bilingual ability, the traditional injection teaching mode should be replaced by interactive teaching mode. Teachers play a leading role in the whole teaching process and in the meantime students do active thinking and exploration under the guidance of teachers. The universities should create a bilingual teaching environment and encourage students participating in bilingual language activities such as foreign language speech contests. By doing so, students can interact with each other and improve their bilingual language ability. Teachers introduce terms and professional knowledge through the case analysis. By this way the interaction can be realized between teachers and students, students and students. The bilingual teaching can achieve better results by encouraging students' discussion in class and off class with each others.

Improve students' learning initiative

Students should pay more attention to the independent learning before class; get familiar with the professional vocabulary, idioms. So, the teacher will have more time introducing professional knowledge in limited class time. The successful implementation of bilingual teaching requires excellent foreign language listening and speaking ability. As the objects of bilingual teaching, the students' foreign language level affects the actual effect of bilingual teaching directly. Therefore, the students should improve bilingual application ability by fully preparation, in order to realize the successful implementation of bilingual teaching for postgraduates in universities.

CONCLUSION

The implementation of bilingual teaching challenges the backward and obsolete education idea. It requires teachers to reexamine their professional knowledge and keep continuous learning. Carrying out bilingual teaching in universities can promote postgraduates' education reform and speed up the internationalization process of universities. But in the meantime we also need to recognize the complexity during the smooth implementation of bilingual teaching system clearly. Universities should reform their bilingual teaching mode according to their actual conditions and develop practical plan in promoting universities' bilingual teaching.

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Xinying Liu: Dr. and Prof. of Shandong University of Finance and Economics, majored at English and International Economics with bachelor degree of English and master as well as PhD degree in economics, the tutor of masters in International Trade.

Wenwen Liu: PhD. candidate of Shandong University of Finance and Economics, majoring in International Trade.

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AUTHOR'S BIOGRAPHY



Xin-Ying LIU College of International Economics and Trade, Shandong University of Finance & Economics, Jinan, Shandong, China, 250014. sheila_guo1988@hotmail.com



Wen-Wen LIU College of International Economics and Trade, Shandong University of Finance & Economics, Jinan, Shandong, China, 250014. liuwenwen888999@163.com

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