Current Situations and Suggestions about Bilingual Education in Chinese High Education

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Abstract. With the economic globalization and education reform, the importance of bilingual education emerges step by step. This is just the focus of this paper: What are the present conditions in China and how to improve this new teaching method. Firstly, the growth of bilingual education in domestic and in foreign was discussed. Next, this paper illustrated some significant issues in Chinese high education, including lacking of professional teachers, inadequate appropriate text books and so on. Finally, some advices were presented, such as seeking high level lecturers. The major conclusion is that China education department should increase the input to strengthen bilingual education levels so that Chinese students can be better to serve for multinational companies, which is helpful to Chinese economic development.

Keywords: High Education, Bilingual Education, Professional Teachers of Bilingual Education.

1 Introduction

The foreign empirical testing about bilingual education started from the last century, in the end of the last century the relevant study reached maturity and brought out a series of principles which are helpful to students’ growth. Bilingual education in Canada and Singapore has achieved great success, and has extensive international influence. In Canada, the government adopts official languages bilingualism (English and French) and multiculturalism policy. Also, the teaching mode is the French immersion teaching. In Singapore, the whole education system (from primary schools to universities) is just bilingual education including mother tongue and English. Since then, the "bilingual education" grows vigorously over the world.

In the early 1990s, China began to take bilingual education experiment. From primary schools to universities, the whole country started to adopt this type of teaching. However, in many these institutions, the situations are fictitious and this phenomenon is more serious in universities. In many universities, teachers just only use these two kinds of languages (Chinese and English) to teach but cannot communicate these two languages. On the other hand, several universities indeed can understand the spirit of bilingual education and achieve some good results. Nevertheless, there are still several important issues in the whole education system of China.
2. The Situations of Universities’ Bilingual Education in China and Major Problems

China Ministry of Education asks all universities should use bilingual education (Chinese and English) in public subjects and professional subjects in the bachelor-degree education. In addition, among three years the percentages of bilingual subjects should take 5% to 10% in all subjects. Moreover, the relevant department of government puts the level of bilingual education into the rating index system of the bachelor-degree education. However, since many reasons the results and levels of bilingual education are not very good in a lot of universities. In summary, vast majority of Chinese universities have the following issues about bilingual education in the different extent.

2.1 Lack of Professional Teachers of Bilingual Education

Bilingual Education has a high requirement to the professional teachers. They must have a series of professional abilities, such as profound professional knowledge, solid native language, outstanding English pronunciation, fluent oral English ability and good ability of using English language. However, according to the current situation of our country, the number of appropriate professional teachers is too little. Some teachers have the good oral English ability but have no the adequate relevant professional knowledge; Some people are good at the subjects but know a little about the relevant English. As a result, lack of professional teachers is one urgent problem and one approach must be found to solve this issue.

2.2 Lack of Appropriate Text Books

Bilingual education is asked to use foreign original edition books and relevant reference books. However, the different books have the different contents in levels and qualities, which lead to many difficulties when universities do the choice about appropriate text books. On the other hand, the issue of books’ prices increases schools’ and students’ economic burdens.

2.3 Absence of Complete Management Mechanism of Bilingual Education

For one thing, the funds of using bilingual education are inadequate. Moreover, the attitudes of universities to bilingual education are different. In addition, many universities have no the relevant approaches to monitor and value the levels of bilingual education. Finally, the arrangement of relevant subjects is not reasonable in many universities.

3. Several Suggestions about Bilingual Education

3.1 Getting High-Level Professional Teachers

The teachers who use bilingual education method must have the following aspects of abilities. Firstly, they must have the ability of knowledge integration. The teachers