

# Analysis on the Blended Bilingual Teaching under the Background of “New Economics and Management” Construction

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## Abstract

This paper takes blended bilingual teaching in colleges and universities as the research object, takes the development of personalized education and the enhancement of the educational effect of colleges and universities as the main goal, analyzes the status quo of current colleges and universities to carry out blended bilingual teaching and the existing problems, and explores how to realize the teaching mode of online learning and traditional offline learning on this basis. Finally, the reform suggestions of blended bilingual teaching mode are put forward from the aspects of teaching process control, flipped classroom, inquiry-type guided learning and multiple assessment methods, etc.

## Keywords

**Blended Learning; Bilingual Teaching; Teaching Mode.**

## 1. Introduction

With the continuous popularization of digital and networked learning methods, the way people acquire and disseminate knowledge has changed dramatically, and the way of unilateral teaching by teachers has been far from meeting the current learning needs of students. Therefore, under the influence of the Internet and computer technology, the blended teaching mode, which combines the advantages of online and offline teaching, has begun to be favored by many students and teachers. With the widespread promotion and application of blended teaching mode in China, its advantages and functions have been gradually explored. Blended teaching can not only effectively play the role of teachers' guidance and supervision in the teaching process, but also fully respect the initiative and enthusiasm of students in the learning process(He and Cao, 2014).

At present, under the background of globalization, college education should also begin to be in line with international standards. Bilingual teaching is one of the important contents of the reform of colleges and universities, which not only helps students to master professional knowledge, but also improves their foreign language ability and enhances their international vision. At the same time, bilingual teaching is also a process to help teachers update their educational concepts and explore new teaching modes and methods. The implementation of bilingual professional courses, on the basis of improving the overall level of students, also realizes the professional level of Chinese college students and international standards. Blended teaching not only meets the needs of the current era of development, but also is the trend of professional skills training and curriculum reform in Chinese universities. Based on this, this paper focuses on the application of blended teaching in the teaching of bilingual professional courses.

## 2. Current Situation and Problems of Blended Bilingual Teaching in Colleges and Universities

As an important means of cultivating complex talents in China, bilingual teaching in colleges and universities has long been facing many problems, such as the lack of matching and

reasonable teaching resources, the lack of excellent dual-competence teachers, the uneven levels of students' specialties and foreign languages, the single form of teaching and the single method of teaching, the heavy teaching workload and the unsound incentive mechanism, etc. The concept of blended teaching has brought an opportunity to solve these problems. The concept of blended teaching brings an opportunity to solve these problems.

### **2.1. Adaptation of Original Textbooks**

Bilingual teaching materials are necessary for bilingual teaching and affect the effectiveness of teaching. Compared with Chinese textbooks, there is a big difference in the logical structure of the original English textbooks. Western thinking emphasizes diffusion and deduction, while the East focuses on induction and classification. Most of the Chinese textbooks are tightly thematic, organized and clear in their conclusions, while the English textbooks are relatively loosely structured, in-depth and thorough in their analysis. This puts higher demands on the comprehension, analysis and summarization abilities of students who are accustomed to oriental thinking. In addition, in the case of economic management bilingual courses, for example, the textbooks contain a large number of case arguments, from company branding to marketing events, etc. These cases are very useful for students who lack relevant background knowledge. These cases will create certain understanding barriers for students who lack relevant background knowledge. Students are more interested in real-life cases in the context of the Chinese market that they are familiar with, which is rarely covered in the original textbook.

### **2.2. Quality of Bilingual Teachers**

Bilingual teachers are the executors of teaching and are the key factor in determining the effectiveness of bilingual teaching. Bilingual teaching puts two requirements on the lecturers: besides being familiar with specialized knowledge, they must also have the ability to express the teaching content fluently in English and interact with students. Among teachers of specialized courses, there are many teachers with rich professional knowledge, but there is a lack of teachers with both English teaching ability. Teachers' mistakes in intonation, pronunciation and grammar will mislead students and have a negative impact on bilingual teaching.

### **2.3. Teaching Effectiveness**

The teaching effect is not very satisfactory in terms of students' interaction in class, feedback after class, completion of tasks assigned by the teacher, especially the presentation of group project work. This is mainly reflected in the fact that the students generally find it difficult to understand the difficult points of the course, their mastery of the key knowledge points is not thorough enough, and their ability to express themselves in English both orally and in writing needs to be improved. As for the implementation effect of blended learning, there are different degrees of obsolete online teaching resources, low utilization of the online learning platform, low student participation and other problems, which cannot realize blended teaching in the true sense.

## **3. Design of Blended Bilingual Education in Higher Education Institutions**

### **3.1. Mix of Teaching Formats**

The mixing of teaching forms can be simply understood as the mixing of two technical means, online and offline. With the rapid development of information technology, the form of teaching and learning has gradually broken away from the constraints of time and space, and a variety of online platforms and mobile APP learning methods have emerged. The most intuitive role of online learning is to expand the learning space of the traditional classroom, which carries most

of the standardized knowledge transfer tasks of the traditional classroom on the basis of the offline classroom transformed into a centralized communication, inquiry and problem solving place to create the conditions. Of course, not to give students a bunch of good online materials, bilingual teaching can eliminate many pain points in the traditional teaching mode, students in the development of language communication, critical thinking and other skills are still inseparable from the offline classroom assistance.

### **3.2. Mix of Teaching Methods**

The mixture of teaching methods can be understood as different combinations of the teacher's teaching methods and the students' learning methods. The learning theory of constructivism holds that real knowledge is not obtained through the direct teaching of the teacher, but is gained by the learners in a certain real and complex situation through collaboration and communication among each other, experiencing a period of independent exploration, realizing the full interaction with the learning content in the process, and then realizing the construction of meaning. It is easy to see from this theoretical claim that students' knowledge acquisition must be supported by familiarization with the content, independent exploration, and collaborative communication. Correspondingly, the teacher's theoretical teaching, discussion initiation, classroom Q&A and other teaching methods must also create an external environment that serves the students' active acquisition of knowledge.

### **3.3. Mix of Pedagogical Content**

Bilingualism and the European theory of "content- and language-integrated learning" are in fact similar in nature. The 4Cs teaching framework implied by this theory also provides a clear direction for the goals of bilingual teaching in Chinese universities as well as the development of the corresponding content. The 4Cs stand for "content", "communication", "cognition", and "culture" respectively (Wasoh, 2016). "Content" usually refers to the specialized knowledge that the curriculum corresponds to and the knowledge and understanding that it derives from. "Communication" usually refers to communicative language skills, i.e., instrumental language for knowledge construction, metacognition, and auxiliary language skills. The non-native language in bilingual education is both a learning tool and a learning goal. "Cognition" usually refers to the process of acquiring and applying information, i.e. the ability to think and deliberate based on content. "Culture" can be understood as the cross-cultural awareness that learners need to enhance when developing multilingual competence or studying specialized academic subjects. The precise positioning of the cultivation objectives of the blended bilingual teaching mentioned above naturally corresponds to the conscious arrangement of various teaching contents, such as the corresponding specialized knowledge contents, language and hearing development contents, guided thinking training and expansion contents, and cultural concepts introduction contents, etc. Similar to regular courses, university bilingual courses can also be used as a means to develop the learners' multilingual competence. Similar to regular courses, bilingual courses in universities also contain a large amount of standardized professional knowledge as well as language knowledge. Screening and transferring common standardized knowledge is also a major task, which can be accomplished through the construction of the knowledge framework of the online teaching platform, which is similar to building the scaffolding of the knowledge system online to help students climb and explore on their own. In addition, unlike conventional courses, bilingual teaching in colleges and universities puts more emphasis on the development of implicit abilities such as linguistic communication, critical thinking and knowledge creation, and online scaffolding teaching is obviously ineffective in the cultivation of these abilities, so offline interactive discussions and critical thinking between teachers and students are indispensable.

## 4. Suggestions for Reforming the Blended Bilingual Teaching Model in Higher Education Institutions

How to realize the application of blended teaching in bilingual professional courses is the direction that colleges and universities are currently focusing on reforming and improving in the education and teaching of professional courses. On the one hand, the integration and optimization of different teaching elements should be realized. Teachers, students, media and learning environment are all important factors in blended teaching, but to realize the integration of different elements, so that students can get the overall learning experience in the process of learning professional courses is the core. Therefore, in the process of teaching bilingual professional courses in colleges and universities, it is necessary to pay attention to the effective integration and optimization of various elements(Lv, 2015). For example, in blended teaching, the teaching media and teaching strategies have changed to some extent, and the effective selection and combination of different teaching strategies and media in blended teaching is the key to better respecting the students' main position in the teaching of bilingual professional courses. In addition, theoretical courses and practical courses are equally important, so the ratio of online and offline courses should be adjusted to achieve a reasonable and balanced distribution of the ratio of theoretical and practical professional courses. On the other hand, strengthen the teacher team and improve the teacher training system. Teachers are the main implementers of blended teaching, so it is a great challenge for teachers to change their teaching strategies and methods. In the process of teaching bilingual professional courses in colleges and universities, teachers' professional basic knowledge should be solid and their bilingual level should be up to standard. Unlike the traditional PPT classroom, blended teaching requires teachers to be in full control and be able to guide students to learn, discuss and answer questions. Therefore, colleges and universities should pay attention to the training of teachers of professional courses, so that they can have a deep understanding of the current thinking, mode and concept of blended teaching, so as to realize the effective application of blended teaching in the teaching of bilingual professional courses.

### 4.1. Process Control for Incremental Transition

The factors affecting the effect of bilingual teaching in colleges and universities, besides the difficulty of the courses, mainly lie in the weak English foundation of the students, the insufficient comprehensive application ability of the language, especially the generally low level of listening and speaking. Therefore, in the specific teaching process, teachers should consider and scientifically design the teaching process and control the teaching effect according to the different factors such as the language ability of the target students, the differences in learning ability, the content of the course, and the teaching conditions. Chinese college students have strong English test-taking ability but weak listening and speaking ability, so they can't copy the immersion-type bilingual teaching mode practiced in Canada, Singapore and other countries, and they can only use a gradual way to gradually achieve the bilingual teaching of the whole foreign language. This not only improves students' language ability, but also ensures the learning effect of specialized knowledge.

Similarly, the implementation of the flipped classroom should be gradual, from easy to difficult, and from simple to relatively complex, according to the situation and acceptance of students. At the initial stage of the course, teachers can take students to watch a short video in class, and guide students to explore independent learning through simple questions or forms, and guide them in the process of inspection, and then gradually transition to the mode of students completing inquiry learning with the help of online resources in the classroom, explaining the results of the inquiry in the classroom, and finally summarizing the incentives of the teacher.

## 4.2. Online and Offline Combined Teaching Methods

According to the course content, carefully designing teaching links and introducing videos, online platforms and teacher-screened online resources into teaching practice can increase students' interest and enhance teaching effectiveness. In addition, releasing pre-course pre-study content through the platform and urging students to complete pre-course pre-study or inquiry-based self-study can help students, especially those with a weak foundation, internalize their absorption in class. After-class consolidation and after-class extension learning can be divided into levels for the weaker students to consolidate and strengthen, as well as for those who have the ability to learn to further expand and improve.

Teachers can record multiple short videos of the course and push part of the knowledge points or projects to students through the online learning APP, so that students can complete the preview of the relevant knowledge points or explore the projects with the help of short videos of the course during the class time for the development of the flipped classroom. Continuously polishing and updating the course cases is also one of the important contents of the hybrid course construction. Due to the special characteristics of economic management courses, course cases should not be reused year after year. Teachers should pay attention to the latest development trends of the discipline and market changes at home and abroad, and combine the latest events that students are interested in with the course content, so as to provide students who have the ability to extend and expand after class.

## 4.3. Guided Inquiry + Flipped Classroom Teaching Mode

Inquiry-based guided learning can enhance students' comprehensive application ability. A very important part of the flipped classroom teaching mode is that students need to complete online independent study before class, and the teaching videos, cases, projects, online materials and other resources needed for students' online learning need to be filtered and polished by teachers in a targeted manner and reasonably pushed to students. For the part of the course content that adopts the flipped classroom teaching mode, teachers guide students to self-learning through introductory questions, then invite students to explain on the stage, and finally teachers summarize and improve the way. Students are given opportunities for inquiry-based learning, demonstration of learning outcomes, communication and discussion, and expansion of thinking, so that students have tasks, pressure and a sense of accomplishment. Students will have a stronger grasp of the knowledge points and their comprehensive application ability will be improved. In order to increase students' interest in learning, different learning tasks should be designed in combination with knowledge modules and practical applications to establish the direction and goals of independent learning, and make students actively or passively participate in the learning of the course by taking the tasks as the orientation of students' learning assessment. Considering the possibility of the tasks being executed, the tasks can be in full English or a combination of English and Chinese, and be completed individually or in teams. The task requirements should be specific and the assessment criteria should be refined, and at the same time, the number and difficulty of the tasks should be reasonably designed by taking into account the class hours of the course and the learning tasks of the students in this semester, otherwise the expected effect cannot be achieved due to the potential resistance of the students' thinking.

## 4.4. Diversified Assessment Methods

The teaching effect of bilingual teaching should be judged by appropriate assessment methods, and the teaching objectives of bilingual courses need to be integrated into the design of assessment contents and assessment methods. The regular assessment includes classroom performance, group discussion and case analysis, focusing on students' learning attitude, understanding and mastery of knowledge, and on students' ability to analyze and solve real-life



problems by comprehensively applying what they have learned, innovation ability, as well as teamwork and communication ability. The implementation of the blended teaching mode, which is a mixture of online and offline, and a combination of classroom and classroom, can cultivate students' ability of inquiry-based learning, enhance the flexibility of students' thinking and the application of their skills, and realize the enhancement of students' comprehensive ability and personality development.

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