Probing into the Bilingual Teaching of the Course of "Internet and New Media": Practice’s Perspective

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Abstract. Undergraduate bilingual teaching is an important practice to realize the internationalization of education and the future. It is a powerful starting point for education reform in the new era and a necessary way to cultivate international undergraduate talents. Although there are some difficulties and problems in undergraduate bilingual teaching in China, there are many ways to explore. Based on the analysis of the teaching practice of the course "Internet and New Media" in colleges and universities, this paper discusses the key points and difficulties of the bilingual course of media in colleges and universities from the aspects of teaching orientation, teacher allocation, students' English literacy and bilingual teaching material construction. Through the discussion in this paper, we try to continuously improve the teaching mode of the bilingual course "Internet and New Media", improve the teaching quality, and cultivate excellent undergraduate talents with media literacy and international vision.

1. Introduction

The Ministry of Education of the People's Republic of China has made it clear in the Opinions on Strengthening Undergraduate Teaching in Institutions of Higher Learning and Improving the Quality of Education that "in accordance with the requirements of education for modernization, for the world and for the future," undergraduate education should create conditions for teaching public and specialized courses in foreign languages such as English in order to meet the challenges of economic globalization and the scientific and technological revolution[1]. Obviously, bilingual teaching is an important means of teaching reform in the new era, which has become an effective way to internationalize undergraduate education. Carrying out bilingual teaching, building and cultivating an interdisciplinary teaching team, improving the level of scientific research, inheriting the world's outstanding culture, promoting the deep integration and transformation of achievements, enhancing the driving force of innovative practice of bilingual teaching in colleges and universities for social development, and cultivating applied talents are undoubtedly the inevitable requirements for enhancing the international competitiveness of higher education[2]. Facing up to the problems existing in the practice of bilingual teaching at the present stage can effectively improve the teaching quality and educational effect. Taking the bilingual course of "Internet and New Media" offered by the digital media technology major of our university as an example, this paper analyzes the key points, difficulties and solutions of bilingual teaching in undergraduate colleges and universities, in order to provide effective solutions for the cultivation of media talents under bilingual teaching in colleges and universities.

2. Overview of bilingual teaching in undergraduate universities

2.1. Purpose and significance

Bilingual teaching is a new teaching idea and mode at present. Many majors and courses in undergraduate colleges try to use bilingual teaching mode, and achieved good results. The effective implementation of bilingual teaching is to realize the organic unity of subject goal, thinking goal and language goal[3]. In recent years, the topic and related research on bilingual teaching in colleges and universities have attracted the attention and discussion of many scholars at home and abroad. Among them, 'bilingual education' and 'bilingual teaching' are two completely different concepts. 'Bilingual education' emphasizes the all-round and multi-channel use of bilingual construction in school education and teaching, the use of bilingual mode not only focuses on the classroom, but also on the daily campus management, which is a more macro-level education and teaching approach. Different from "bilingual education", the concept of "bilingual teaching" focuses more on classroom teaching, that is, using bilingual (usually Chinese and English) to complete the teaching and acquisition of course content knowledge, so that students can use English as a tool for professional learning and acquire professional course content knowledge, so as to meet the needs of highly applied and compound talents in the future internationalization form. Based on this, there
are many related researches on bilingual classroom teaching, which have also become a way to enrich and expand the realization of educational effects, including the purpose and task of bilingual teaching, teaching mode research, textbook construction, international comparative study of bilingual teaching and teaching evaluation[4].

Bilingual teaching is an effective means of personnel training[5]. At present, bilingual teaching in most colleges and universities in China is generally the use of Chinese and English. On the one hand, it meets the needs of students' future development. It can not only expand students' international vision and improve their ability to transfer knowledge, but also have a positive impact on undergraduates' access to information, employment and entrepreneurship, further study abroad and scientific research. At the same time, it can also effectively deal with China's current talent reserve in the face of complex international situation, which is the inevitable result of national and social development[6]. On the other hand, strengthen English application ability. Enable students to use English skillfully, weaken in ordinary English classroom English learning test, and more emphasis on English as a language itself instrumental. English-assisted learning of professional knowledge can effectively improve students' interest in learning and sense of achievement, and diversify the teaching methods of undergraduate professional knowledge.

2.2. Basic model

At present, there are usually two bilingual teaching modes in colleges and universities in China:(1) English-led immersive teaching. Emphasis on immersive teaching, teachers use English original textbooks, supplemented by full English PPT, teachers use Chinese and English bilingual knowledge to explain, key knowledge points are emphasized in Chinese. Students can fully experience the fun and immersion experience of English learning. However, this kind of teaching method has high professional requirements for teachers. Teachers with English major learning background and professional course teaching ability can be successful.(2) Chinese-oriented experiential teaching. This model emphasizes that teachers should strengthen knowledge points with English on the basis of Chinese teaching. The purpose is to make students superimpose the expression of English professional terms on the technology of Chinese knowledge points, and emphasize students' English experiential learning. This kind of teaching mode has low requirements for teachers and students' English proficiency. Teachers can choose Chinese textbooks, teach in Chinese, and strengthen key knowledge points in English. This kind of teaching mode is mainly aimed at students' basic mastery of vocabulary and sentence patterns of English majors. It is easier for students with weak English proficiency to master, and can take into account the teaching needs of students with different English proficiency.

3. Practical analysis of bilingual teaching of “Internet and New Media” course

3.1. Curriculum teaching orientation

"Internet and New Media" is a compulsory course for digital media technology majors in our school. Although it is a bilingual course, it is clearly distinguished from the professional English course. English course is a typical language learning course, which focuses on cultivating undergraduates' English listening, speaking, reading and writing ability from the aspects of basic vocabulary, grammar and English common knowledge acquisition[7]. Bilingual teaching of "Internet and New Media" courses refers to the use of English as a learning tool, focusing on the basic principles and phenomena of Internet society constructed by Internet technology, and deeply discussing the transformation of new Internet culture society under the development of Internet technology around the word "cyberculture". On the basis of discussing the concept, characteristics, form, content and history of Internet communication and new media, the course focuses on the application and dissemination of new media, ethics, legal system and its influence on social politics, economy, culture and social structure. So that students understand the important role of Internet communication in social control and social change, and learn how to become qualified digital citizens in the Internet age. As far as English level is concerned, the professional teaching of Internet and new media is more difficult. The basic English level of students is only the basis and guarantee for learning this course well. More requirements are to make English an important means to assist learning professional knowledge of Internet and new media. In the teaching process, the course will absorb the teaching methods of learning listening, speaking, reading and writing of ordinary English majors, so that the multidimensional form and expression of Internet culture can be embedded in the whole process of English ability training, while improving students' English ability and media literacy.

The course has a total of 48 hours, and the teaching implementation consists of two parts: teacher teaching and student group study, namely, teaching part and research part. The two parts are interrelated and complement each other to constitute the integrity of this course. The evaluation and examination of bilingual course is the key index to measure the teaching effect. The final score of students in the course of "Internet and New Media" consists of three parts: students' classroom performance, group work and final examination. In the classroom teaching stage, teachers should strictly follow the formulated syllabus for teaching implementation, and should not reduce the classroom teaching level and assessment implementation requirements due to bilingual teaching courses. Students' classroom performance is mainly reflected in the input of students in class, whether to actively participate in classroom teaching; group work requires students to organize group research according to their own grouping after class, read and understand the corresponding chapters in the English literature arranged.
by the teacher, and report and share the results of group research on the course in groups; the final examination is a unified closed-book examination. On the one hand, it examines students' understanding of classroom teaching knowledge and their thinking on the current social media situation. On the other hand, in addition to assessing the knowledge learned in the course, students should also show better ability to obtain information and English communication skills.

3.2. Teacher allocation problem

Excellent teachers are an important guarantee to promote bilingual teaching. The bilingual teaching of “Internet and New Media” course requires teachers to have both the professional ability of Internet new media communication theory and practice and the high level of teaching business ability of English teaching. Therefore, the requirements for teachers are very testable. A high-level teaching professional ability should have the following abilities: first, “expert” and "compound" talents. Bilingual teachers must first be experts in a certain specialty or industry, have rich teaching experience and strong professional quality. Have a good grasp of professional development and a deep understanding of the frontier of professional development. Second, I have strong oral and listening skills in English and Chinese. Teachers should often carry out oral training and be able to use teaching terminology in a standardized manner. Finally, actively participate in all kinds of training. Bilingual teachers can continuously study and participate in teaching practice in the form of off-job or semi-off-job, so as to improve their bilingual teaching ability. However, there are some difficulties in the construction of bilingual teachers in domestic colleges and universities. Most schools regard teachers with overseas learning background or experience as the backbone of bilingual curriculum teaching. Some relevant education departments in some provinces have also organized bilingual teaching seminar training courses, which have become an effective way to solve the difficulty of this type of curriculum teaching. The teachers of the "Internet and New Media" course for the digital media technology major of our university are young teachers under the age of 40, with a background of studying abroad in a world-renowned media university, familiar with the basic principles of Internet new media communication, and practical experience in British media. He has a strong teaching ability and has won the second prize for young teachers at the school level. At the same time, he has the basic theory, professional background and knowledge reserve of communication, journalism, applied psychology, Chinese language and literature, higher education and other multidisciplinary and interdisciplinary. Young teachers have a strong research and independent ability to solve practical problems for the teaching of bilingual courses has injected new vitality.

3.3. Students' English quality

The difficulty of bilingual teaching in colleges and universities mostly depends on students' English quality. Although undergraduate students have a certain English language foundation, their English level is uneven from the actual situation. Studies have found that the current mode of teaching foreign language undergraduate colleges focus on exam-oriented education, college English teaching to implement the four, six test, too much emphasis on general English proficiency test, the students practical ability to use a second language is lacking[8]. Different from the traditional understanding of English words, sentences and chapters, bilingual courses require students to have stronger English comprehension and use skills. I professional "Internet and New Media" bilingual courses take into account the different levels of English students' ability to accept, the teaching methods have been appropriately adjusted: on the one hand, the emphasis on English literature reading and writing ability, so that English ability in professional teaching in the classroom learning. Through teaching practice, it is found that most undergraduate students generally have weaker English listening and speaking ability than their reading and writing ability, especially their oral English ability. Taking into account the characteristics of students, teaching courses will strengthen students' reading of English literature. On the other hand, encourage students to participate in bilingual classroom interaction, enhance students' learning enthusiasm and sense of achievement. At the same time, open oral English practice questions will be set in each chapter of the course to encourage students to consolidate their listening and speaking ability through simple oral English practice and question design on the basis of more reading and understanding[10]. Finally, organize group study to expand the way of bilingual learning after class. Bilingual courses require students to spend time after class to consolidate preparation and review. Encourage students to study in groups as a unit in the classroom after the study and sharing of literature can greatly improve the vitality of the classroom, the actual transformation of students' English learning to make trouble.

3.4. Bilingual textbook problem

One of the reasons why it is difficult to carry out bilingual courses in colleges and universities is the selection of teaching materials. Strictly speaking, the selection of bilingual textbooks for undergraduate courses in colleges and universities should have several principles: First, textbooks should adhere to the party's education policy and correct value orientation. On August 22, 2022, the Ministry of Education issued a notice on the investigation and handling of the illustrations of primary school mathematics textbooks published by the People's Education Publishing House. The relevant units and 27 dereliction of duty were seriously held accountable and handled, releasing a clear signal that the textbooks have no trivial matters and must be taken seriously from the height of 'state power'. The selection of textbooks for undergraduate bilingual courses in colleges and universities must also be scientific, rigorous and seriously treated from the content to the form, and resolutely eliminate the infringement of "toxic textbooks" on the
younger generation. Some colleges and universities use foreign original textbooks to enable students to master 'authentic' professional English training, but if some aspects are not strict, they are vulnerable to bad foreign information. Second, textbooks should keep pace with the times. The teaching content of bilingual courses can generally reflect the latest developments and latest research results of the industry. The selection of teaching materials should be novel, and the teaching content should be updated from time to time[11]. In particular, the requirements of the Internet and new media courses are more focused on the development of new media, and should be more focused on the effectiveness and practicability of the teaching materials. Third, the selection of textbooks should avoid the traces of cramming English teaching. Bilingual courses focus on enabling students to master professional knowledge of English, so that the proportion of 'exam-oriented' English language learning is reduced, 'learn English' into 'use English'. Therefore, the selection of bilingual teaching materials should avoid becoming a textbook for English language teaching, and even the content of some textbooks is the translation between English and Chinese. This kind of textbook can only meet the superficial bilingual form, but completely ignores the essential requirements of bilingual teaching. The teaching material for the course "Internet and New Media" in my major is selected on the basis of the strict control of the teaching material content by the teachers, and the original English teaching material is recommended. Students are encouraged to read the original work and learn to 'use English', so that students can fully understand the latest research results of the frontier of the discipline and the interdisciplinary field of Internet and new media. However, considering that some students' English level is not up to the ability to understand the original English textbook, teachers are encouraged to explain and students are encouraged to expand their reading after class in combination with what they have learned in class, so as to understand and digest the original English textbook.

4. Conclusion

In practice teaching, with the development of the bilingual teaching mode of "Internet and New Media" course, after several rounds of practice and exploration, students have gradually become familiar with and like the teaching content and teaching form of this course. Many students have feedback after class. The course content is relatively new, which can better reflect the frontier knowledge of foreign countries and reflect the highlights of professional teaching. At the same time, the course is similar to the teaching content and form of similar courses in foreign countries, which can better integrate with foreign courses, so that the teaching purpose of bilingual courses can be truly implemented and the specifications of discipline construction can be improved. In particular, the course has a certain forward-looking for students who have the intention to study abroad to meet their learning needs. With the increasing trend of globalization in the world, the competition among countries is ultimately the competition of talents. At the same time, in the new media environment with the rapid development of the media industry, it is urgent to master the current professional knowledge of media development and the demand for compound talents who can be competent for English communication. At present, some universities in China have invested in the exploration and practice of bilingual teaching, and achieved remarkable results, but there are also some problems. How to further optimize the bilingual teaching in undergraduate colleges and universities and further improve the teaching effect is not only a problem faced by teachers themselves, but also involves teaching management, teaching mode, Internet technology and other issues. Only by actively exploring effective strategies and schemes for the teaching development of such courses from the aspects of the construction of teaching staff, the improvement of teaching facilities, the improvement of students' quality and the construction of bilingual environment, can we effectively implement the reform of bilingual teaching courses in depth and strive to cultivate professional, applied and compound talents for China to adapt to international development.

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