

Study on the Application of Bilingual Teaching Mode in Geography Courses in Normal Universities

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Abstract

Review Article

Urban geography is an interdisciplinary subject involving urban planning, urban economics, social geography and so on. It is imperative to set up bilingual courses to understand the frontier trends and improve the international academic exchange ability of college students. This paper quantitatively analyzes the cognition of college students' bilingual curriculum construction through questionnaires. The results show that: (1) the students' sense of identity in the bilingual course of urban geography is generally positively related to their future professional ability improvement, English learning interest and career planning. (2) The effect of bilingual teaching quality of urban geography is mainly weakly positively correlated with the teaching method, the proportion of oral English and the proportion of English courseware. The effect of teaching method on teaching effect is obviously higher than that of other aspects. (3) The results of students' choice of the key factors of teaching quality are ranked as follows: teaching methods and means > students' current level > teachers' English ability, but the choice of teaching methods generally tends to be dominated by teachers' teaching and supplemented by students' participation. Therefore, the construction of bilingual courses is carried out from two aspects: for students, pay attention to the cultivation of students' interest in English learning, and strengthen the guidance of students' future professional ability improvement and career planning, as far as teachers are concerned, paying attention to improving their English level and professional quality, the initial teacher of bilingual classroom is undoubtedly the key.

Keywords: Bilingual Teaching, Questionnaire, Geography Course, Influencing Factors.

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INTRODUCTION

The 21st century is the era of knowledge economy marked by "Internet+" information technology. The process of economic globalization and world integration has deepened the economic ties of countries around the world and broadened cultural exchanges. The era requires talents with both excellent professional knowledge and high-level talents who know foreign languages [1]. In order to cultivate high-quality bilingual talents for the world, it is imperative to improve the international competitiveness of talents. Actively promoting bilingual teaching practice is a strategic choice for the internationalization of higher education in China [2, 3]. In 2001, the Ministry of Education promulgated the "Several Opinions on Strengthening Undergraduate Teaching in Colleges and Universities and Improving the Quality of Teaching", which clearly

stated: "Undergraduate education should create conditions for the use of English and other foreign languages for public and professional courses. For high-tech fields such as biotechnology, information technology, as well as to meet the needs of China's accession to the WTO after the financial, legal and other professional, but also to take a step forward, and strive to three years, foreign language teaching courses to 5% to 10% of the courses". In 2004, the Ministry of Education once again emphasized that bilingual teaching is a breakthrough in the reform of colleges and universities. It is necessary to further expand the number of bilingual teaching courses, improve the quality of bilingual teaching courses, and promote international exchanges and cooperation in the field of undergraduate teaching [4].

1. Literature Review and Theoretical Basis of Bilingual Teaching

Bilingual means speaking two languages or writing, printed in two languages. The definition of bilingual teaching in the "Langman Dictionary of Applied Linguistics" of Langman Press is: "The use of a second or foreign language in school for the teaching of content subjects". That is to say, it can use a second language or a foreign language as a teaching medium language in the school to teach the content of professional knowledge in various disciplines other than language learning [5]. It focuses on cultivating students' ability of comprehensive use of foreign languages at the basic level and their proficiency in foreign languages at the professional level, so that students can gradually develop the habit of exploring and thinking about professional problems in the English context, so as to realize the internalization of professional knowledge [2-6].

Mei Wenyan pointed out in the 'Analysis of Geography Bilingual Teaching' that the unique spatial characteristics of geography are more advantageous than other non-linguistic disciplines. Geography is an interdisciplinary subject involving various fields such as economy, society, science and technology, environmental protection, culture and so on. It has been studied earlier in foreign countries. Many professional terms are translated from English. Teaching in English and map-related materials is conducive to students' memory and understanding of geographical knowledge. At the same time, they can also master the frontier knowledge of foreign geography [7]. However, subject damage should be avoided in bilingual teaching. When English enters the classroom as a part or all of the classroom teaching language, it is easy to conflict with the long-standing Chinese-speaking knowledge system understanding (thinking mode) and thinking habits, which leads to the gap between students' English ability and subject objectives, ignores the completion of teaching content, and affects students' subject knowledge level [8]. Urban geography is a professional basic course of geography science. It introduces the development history and growth mechanism of the city, the development law of urbanization, the basic theory, basic knowledge and basic research methods of urban system and urban internal spatial structure. As the main course of geography science, it has the characteristics of 'many, miscellaneous, new and real' [9]. After World War II, urban geography has become one of the most active branches of human geography in geography in the integration and infiltration of disciplines, using a variety of modern technical means to absorb the necessary nutrients from economics, sociology, psychology and other fields [10, 11]. Today, with the rapid improvement of urbanization level, whether the cultivation of professional talents or the improvement of people's cultural quality, it is necessary to popularize urban geography education widely. The cultivation of practical ability in urban geography teaching has always been the

focus of attention of relevant scholars. The existing research has both the idea of three-dimensional teaching reform of urban geography based on competency-based [12], and based on the structural characteristics of the knowledge content of the textbook, using innovative thinking methods to cultivate students' innovative thinking and scientific research ability [13].

2. Investigation and Analysis of Bilingual Teaching Course

Shanxi Normal University, founded in 1958, is located in Taiyuan, the ancient Yao capital. It is an important base for training basic education teachers in Shanxi Province. The employment rate ranks among the top universities in the province and has sent more than 100,000 talents to the society. The school attaches great importance to undergraduate teaching, constantly deepens the reform of education and teaching, and puts forward the goal of building a high-level normal university. Since 2014, the "student-centered" classroom teaching reform has been implemented. Since 2016, it has implemented the reform of talent training mode with classroom teaching reform as the breakthrough point, focusing on transforming the existing university classrooms and actively exploring the elite talent training mode. The College of Geographical Sciences is one of the earliest established colleges in Shanxi Normal University. It has four undergraduate majors: geographical science, natural geography and resource environment, human geography and urban and rural planning, and geographic information science. This article takes the students of the School of Geography Science of Shanxi Normal University as the survey object. In October 2023, 200 questionnaires were distributed to understand the cognition of geography students on the construction of urban geography bilingual teaching courses. 186 copies were effectively recovered, and the effective recovery rate of the questionnaire was 93%.

The highest proportion of sophomores participating in the questionnaire survey was 36.56%. Junior students followed, accounting for 30.65%, the seniors only accounted for 16.13% at least. This is mainly due to the fact that senior students are faced with graduation to find a job and graduation thesis design. Relatively speaking, they are not interested in the development of the college and the construction of the discipline, and their participation is not high. Because freshmen are just entering school, they are in the stage of identity transformation and new role cognition between high school students and college students, and they have just started to face all kinds of things, as well as the adaptation of new interpersonal relationships and new learning methods, their participation is lower than that of sophomores and juniors. The sophomore and junior students have adapted to the university campus, and have accumulated a certain amount of professional knowledge, and also have their own views. They are

interested in the construction of professional courses and have higher participation.

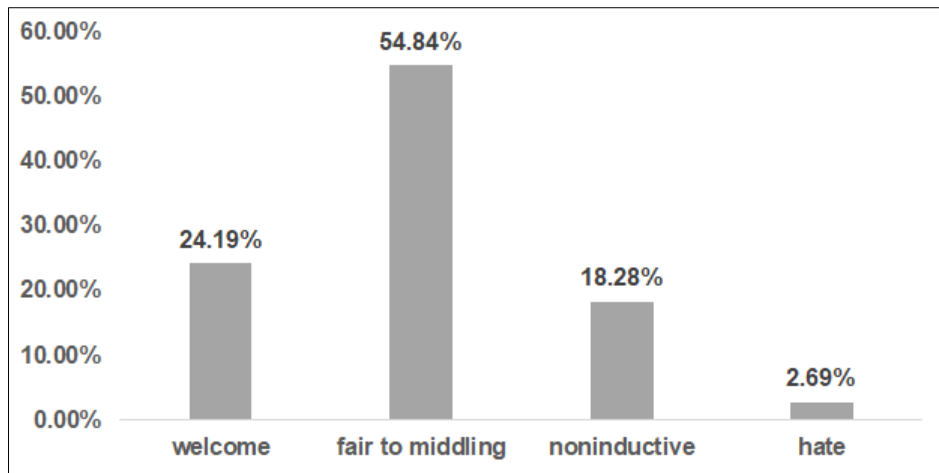


Figure 1: Interviewees ' interest in learning English

It can be seen from Figure 1 that the students have a positive attitude towards English learning which accounting for 24.19%. Besides, the students were fair to middling toward English learning which accounting for 54.84% of, and only 2.69% of the students hate learning English. On the one hand, due to the rigid connection between students' graduation conditions and English

proficiency, students have to learn. On the other hand, students' future postgraduate entrance examination involves whether their English scores are up to standard. Moreover, with the development of social economy and technology, English is more or less needed in work and daily life.

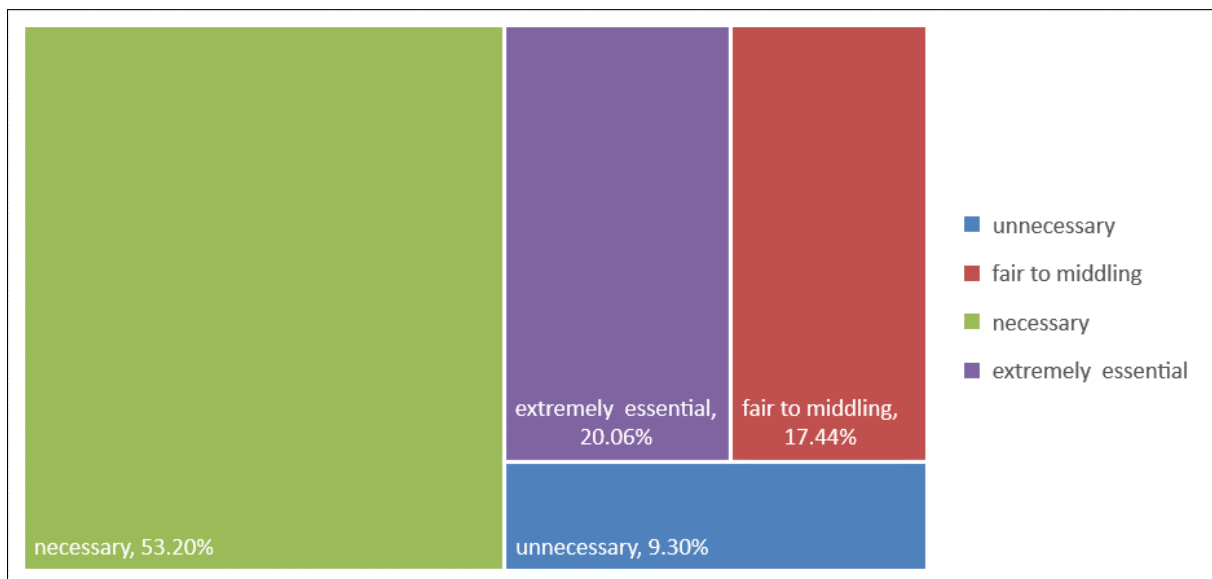


Figure 2: The approval of bilingual courses

Moreover, 73.26% of the students support the establishment of bilingual courses in urban geography in the college. Among them, more than half of the students think it is necessary to set up bilingual courses in urban geography, and more than 20% of the students think that it is necessary to set up bilingual courses. And the students think that it is not necessary to set up bilingual

courses in urban geography only accounting for 9.3% (Figure 2). In addition, the survey found that the students did not pass the English test which accounting for 66.67%. The students ' English level is not high compared with that of famous University. English learning is still an important part of college life in the future.

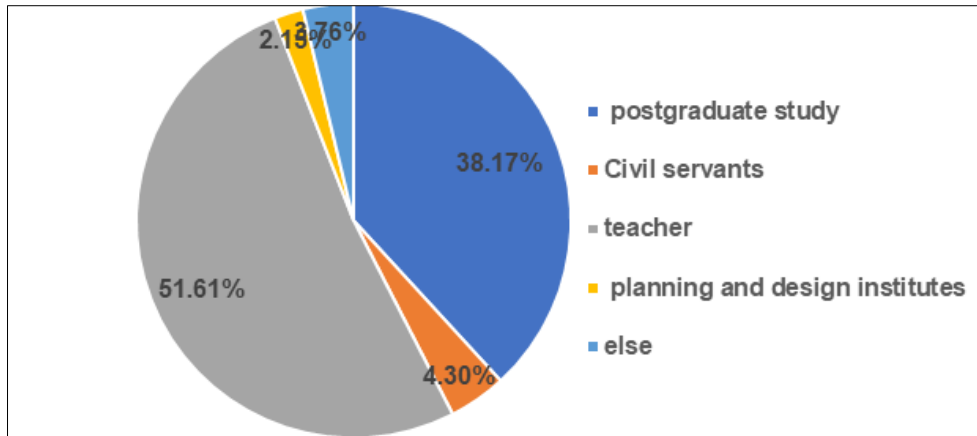


Figure 3: Respondents' career planning

As a student of normal colleges and universities, the career planning of college students is convergent, see Figure 3. The students choose to become a teacher after graduation accounting for 51.61%, while 38.17% of the students choose to postgraduate study. And Civil servants and planning and design institutes account for 4.3% and 2.15% respectively, as shown in Figure 3. It is mainly related to the specialty setting of the college. The college has a provincial brand specialty (geography science specialty), which cultivates secondary and senior high school geography teachers with solid basic theory of modern geography science, comprehensive basic knowledge, skilled basic skills, and teaching ability to meet the needs of modern geography teaching development. In addition, human geography and urban and rural planning professional settings, training with human geography and urban and rural planning and management of the basic theory, knowledge and skills, with innovative consciousness and practical ability, based on the macro, meso-regional planning and land management of high-quality compound professionals, for government agencies (such as land planning departments, urban planning and other departments) and scientific research and education units in regional urban and rural planning, economic development planning research work laid the foundation.

As far as the purpose of learning is concerned, 45.7% of the students' bilingual courses are aimed at improving their professional English level, which is

related to the current level of English proficiency of the respondents. According to the previous analysis, the number of people who have not passed the English proficiency test accounts for 66.67% of the total. The proportion of expanding international vision and mastering cutting-edge subject knowledge is 33.25%, which is matched with students' career planning. According to the previous analysis, 38.17% of students choose to go to graduate school for further study, 51.61% of students choose the teacher industry. Whether continuing to study or teaching and educating people, learning and work require broadening their horizons and understanding cutting-edge subject knowledge.

3. Influencing Factors Analysis of Bilingual Courses

Table 1 shows that the students' sense of identity to the bilingual curriculum of urban geography is positively correlated with their own English level, interest in English learning, grades and career planning. On the contrary, learning objectives are negatively correlated with the necessity of students' bilingual courses. It is not highly involved in the construction of bilingual courses mainly because that the limited energy of students facing the teaching capital examination, civil service examination and graduation thesis design. Another reason is due to the rigid pressure of many students to learn English after the clearance of the fourth and sixth examinations, and the inertia effect has a significant decline in English learning interest.

Table 1: Correlation analysis of influencing factors of bilingual curriculum identity

Item	grade	interest	English level	Career Planning	objective	necessary
grade	1	0.050	.505**	-0.010	0.001	.124*
interest	0.050	1	-.214**	.194**	-0.053	.396**
English level	.505**	-.214**	1	-.169*	0.094	0.010
Career Planning	-0.010	.194**	-.169*	1	-.157*	.160*
objective	0.001	-0.053	0.094	-.157*	1	-.133*
necessary	.124*	.396**	0.010	.160*	-.133*	1

The effect of bilingual teaching quality of urban geography is mainly weakly positively correlated with teaching methods, the proportion of oral English in

teaching, and the proportion of English in courseware. The effect of teaching methods on teaching effect is significantly higher than that of other aspects (Figure 4).

Through the analysis of the questionnaire, the number of students who choose the teacher 's explanation as the main and the student 's participation as the supplement accounting for 76.88% of all students. It can be seen that

the construction of bilingual courses should be carried out step by step, teachers ' teaching guidance should be given priority to, and students ' professional foreign language literacy should be gradually improved.

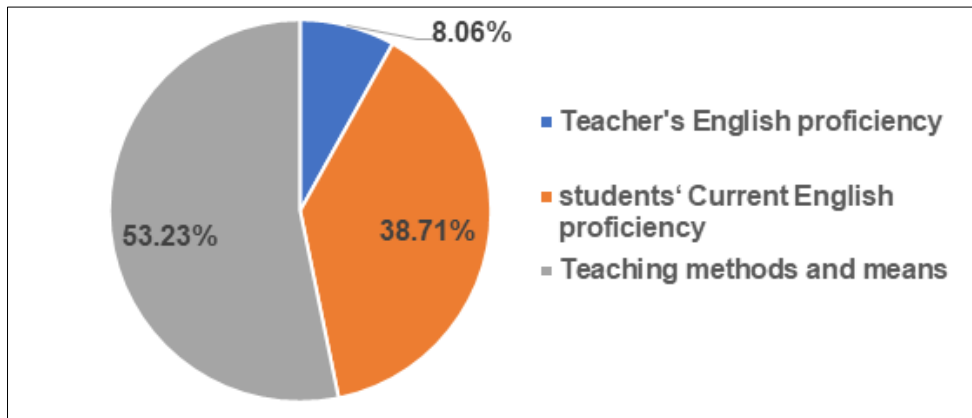


Figure 4: Main factors of bilingual teaching quality effect

Table 2 shows that 47.31% of respondents believe that the proportion of English oral use by teachers should be above 15%, which received the highest support rate. In addition, the support rates for options over 80% is relatively low, with only 3.76%. Taking into account the distribution of effective filling times and other options, it can be concluded that in bilingual teaching, it is reasonable for teachers to use English speaking at a rate of over 15%. This can not only improve the learning effectiveness of students, but also

avoid excessive reliance on English, which can lead to poor teaching effectiveness. However, it is surprising that no matter what the main reason for the effect of teaching quality is, the choice of teaching methods is based on the teaching of teachers and the participation of students. The proportion of teaching methods is higher. It can be seen that a key factor in bilingual teaching is to improve teachers' English level and professional quality to drive the classroom and stimulate students' interest in learning.

Table 2: The proportion of teachers using oral English in the classroom

proportion of teacher spoken English used in class	Proportion of consent
>5%	27.42%
>15%	47.31%
>50%	21.51%
>80%	3.76%

The number of students who choose 20% ~ 50% English proportion of course accounting for 49.46 % of the total, see Table 3. In contrast, the choice of all English courseware is accounting for only 2.69% of all respondents. The practice of bilingual classroom teaching should be suitable for students ' actual English level and professional foundation. It cannot be fast in

advance and ignore students ' acceptance ability. In the early stage of teaching, the proportion of English should be reduced appropriately, and students should be guided to adapt to the rhythm slowly, and then the proportion of English in courseware and teaching process should be gradually increased.

Table 3: English Proportion of courseware in bilingual classroom

English proportion of the courseware	Proportion of consent
All Chinese (except professional terms)	28.49%
>20%	49.46%
>50%	19.35%
All English	2.69%

4. CONCLUSION AND SUGGESTION

In summary, urban geography is an interdisciplinary subject involving many disciplines such as urban planning, urban economics, and urban social

geography. The rapid advancement of urbanization has made international metropolises generally face a series of urban diseases such as environmental pollution, traffic congestion, urban villages, and social equity. Therefore,

college students should learn to analyze problems from a macro level and understand the frontier dynamics in the field of urban geography, and professional translations are often accompanied by the loss of information, so it is necessary to set up bilingual classrooms. Through bilingual learning, students can get access to international frontier knowledge and improve their ability to communicate internationally without obstacles. This paper conducts a questionnaire survey on the cognition of college students' bilingual curriculum construction. The results show that: (1) Students' recognition of bilingual courses in urban geography is positively related to their future development, especially their future professional ability development, English learning interest and career planning. (2) The effect of bilingual teaching quality of urban geography is mainly weakly positively correlated with the teaching method, the original English textbook, the proportion of oral English and the proportion of English courseware. The effect of teaching method on teaching effect is obviously higher than that of other aspects. (3) The proportion of students' choice of the most important factors of teaching quality is ranked as follows: teaching methods and means > students' current level > teachers' English ability, but the choice of teaching methods generally tends to be dominated by traditional teaching methods, which are mainly taught by teachers and supplemented by students' participation. More than half of the students think that the proportion of English in bilingual classroom courseware is between 20% and 50%, and nearly half of the students think that the proportion of oral English in teachers' classroom is between 15% and 50%, while few students think that the proportion of English courseware and oral English is more than 80%.

Therefore, the construction of bilingual courses in the future should be carried out from two aspects: for students, we should pay attention to the cultivation of students' interest in English learning, and strengthen the guidance of students' future professional ability improvement and career planning; as far as teachers are concerned, they must improve their English level and professional quality. In the early stage of bilingual classroom opening, teachers are undoubtedly the soul. At the same time, the practice of bilingual classroom teaching should be suitable for the students' actual English level and professional foundation, and the students' acceptance ability should not be ignored. In the early stage of teaching, the proportion of English should be reduced appropriately, and the students should be guided to adapt to the rhythm slowly, and then the proportion of English in the courseware and teaching process should be gradually increased. At the same time, the college should pay attention to the construction of a platform for teachers and students to learn and communicate with relevant experts and scholars at home and abroad, and create opportunities for students to use the knowledge they have learned and communicate internationally.

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