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Comprehensive Application Ability of College Students' Knowledge Structure and Skills under the Immersion Bilingual Teaching Mode

Yuqing ZHANG¹, Fang FANG²

Abstract

Bilingual teaching reflects the requirements of today's social informationization and economic globalization, and it has become an inevitable trend of Chinese college education reform and development. In recent years, all institutions of higher learning have intensified their teaching reforms. They adjusted the structure and content of the course to optimize the knowledge structure of college students, and further enhance the innovation and entrepreneurship and employment ability of college students. Through the collection and analysis of a large number of documents, we systematically clarified the status quo of immersion bilingual teaching mode research at home and abroad. Based on the study of the Canadian immersion bilingual teaching mode, we have constructed the WBI course and conducted practical teaching. Before the practice began, we conducted surveys on teachers, student qualifications, curriculum arrangements, and textbooks, all of which met the standards for immersion bilingual Teaching. On this basis, we selected some students who have studied this course as the research object and conducted a questionnaire survey. Through the analysis of the various elements and teaching effects that affect bilingual teaching, we can know that the implementation of bilingual teaching in colleges has obvious help for college students. Due to resource constraints, we are unable to carry out such bilingual teaching extensively. Therefore, further discussion on the specific strategy for implementing bilingual teaching is our next step.

Keywords: bilingual teaching, Canada education, Immersion Bilingual Teaching Mode, knowledge, social skills, social development, social capital.

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Introduction

In recent years, with the rapid development of science and technology and the advancement of global economic integration, the internationalization of higher education has become a worldwide trend. Bilingual teaching reflects the requirements of today's social informationization and economic globalization, and it has become an inevitable trend of Chinese college education reform and development. Under the trend of economic and cultural globalization, whether in China or abroad, economic and cultural exchanges with foreigners in English are the needs of work and life. Students who have been studying English for many years will also be used in practice after graduation. According to this, college English teaching should be based on the current teaching situation of the school to understand the learning effect of students (Lapayese, Huchting, & Grimalt, 2014). On this basis, the reform of English teaching will be strengthened, and the teaching methods to improve students' comprehensive English application ability will be actively explored, to cultivate more high-quality applied talents in line with social development for the country. Foreign bilingual education started earlier, both in theory and in practice, especially in immigrant countries (Tian *et al.*, 2016). Research in this area has carried out very early. For example, Canada, the United States, Singapore, India and Germany have a long history of bilingual education. Even some countries have carried out "three-language" and "four-language" education, forming a unique system and teaching methods suitable for their national conditions. Canadian vigorous development of bilingual education stems from the nationalist movement and separatist tendencies in Quebec and other regions. The immersion bilingual teaching mode is Canadian pioneering initiative and Canadian contribution to world education reform. As English is applied more and more widely in China. People also pay more attention to the study of English. With the enthusiasm of the TOEFL and IELTS exams, people gradually realized that learning English is a long-term process and must start from elementary school. The systematic explanations are necessary for the exploration of the action mechanism of network group behavior at the social capital level. To explore influencing factors of network group behavior and thereby obtain corresponding solutions, the study constructed a hypothesis model of social capital-sense of virtual community-network group behavior because of social capital theory (Tang, 2018). The idea of nurturing one's own child into the best child makes parents invest more in this area than they have ever invested in educating their children. They are fiercely competitive and do not want to fall behind. Therefore, in China now, English learning for young children is very hot and popular. Professor Jian Haiyan, together with Canadian psychologist Linda Siegel and other Chinese professors, founded the English immersion-teaching model in China. Since the late 1970s, China has begun to accept this teaching method. Immersion refers to the mode of language learning, which uses the second language as the medium of instruction, that is, the student is half or fully immersed in the second language at school. Teachers only

speak foreign languages, and foreign languages are not only tools for teaching but also for teaching in other disciplines. This transforms the original isolated second language teaching into a combination of language teaching and course subject teaching. This shift depends on the following four principles: First, the curriculum subjects in the school provide a natural basis and equipment for second language acquisition, while giving students the opportunity to communicate in a second language. Here, students can acquire a second language easily and efficiently. Second, important, and interesting learning content gives children the motivation to master foreign languages and stimulate them to use it. Third, students learn the first language. It is a process of combining language and cognitive content. Classroom learning environment as a research area has been of a great interest to researchers for decades. Although many studies have carried out in the world from various aspects of the classroom-learning environment, the subject of classroom learning environment is a novel research field in terms of foreign language teaching (Goksu, 2015). The positive perceptions on their learning environment in English are used as a Foreign Language (EFL) classes. In this process, their cognitive and communicative skills are simultaneously developed. The same is true of second language acquisition. Fourth, the rules and functional characteristics of a language change as the situation changes. The combination of language and course subjects provides students with a wide range of contexts to apply their second language.

Chinese bilingual teaching environment determines the purpose of bilingual teaching in China, and can only belong to the scope of foreign language teaching. We cannot directly copy some foreign experiences. The discussion of the bilingual education model is the key content of the education and teaching staff, scientific research personnel and management institutions. Because English is a modernized industrial and administrative language, English learning is practical (Qian, 2015). The disciplines of engineering, science, management, economics, and medicine have many research results abroad. College students need to learn knowledge and have to master the foreign language tool. Therefore, an immersion bilingual course is needed. At present, the research field of immersion teaching in China has been expanding, and the research has been deepening. It has received the attention and support of the national and local education administration departments, and provided favorable conditions for the development of the immersion bilingual teaching mode. Experiments in countries around the world show that students' foreign language ability, mother tongue ability and academic achievement are significantly higher than other foreign language teaching models through immersion teaching (Cervantes-Soon *et al.*, 2017). This paper discusses the general situation of immersion bilingual teaching from a theoretical perspective. Through the investigation of college graduates who practice bilingual education, we urgently need to verify that the immersion bilingual teaching mode can improve the English knowledge level and comprehensive application ability of college students.

Literature Review

The immersion bilingual Education originated from the bilingual educational early childhood experimental class of 26 children, which was first launched by St. Lambert in Montreal, Canada, at the request of parents of children. The purpose of the experimental class is to enhance the learning and understanding of French language and culture while not weakening English language and cultural education, so that children become talents who master two languages and cultures (Baker, 2014; Gerena, & Verdugo, 2014). After that, this kind of teaching experiment has been promoted from kindergarten to high school, and the bilingual learning of students has achieved unexpected results. Canadian French Immersion is known as “the most in-depth, extensive and detailed project in the history of Canadian teaching”. When Quebec implemented immersion education in 1965, there was only one class for students (Garcia, & Lin, 2016). In 1976, it increased to 17,763 people. Since 1997, the total number of people participating in the immersion education program has remained at around 300,000, accounting for 8% of the number of English-speaking students in the school. Canadian “immersion” bilingual education is to strengthen the second language immersion (L2, referred to here as French) from the children without affecting the learning and use of the first language (L1, referred to here as English). Cummins built an iceberg model based on the interdependence between L1 and L2, as shown in Figure 1. According to the implementation time, it can be divided into four stages: early “immersion” bilingual education stage (children stage), medium-term “immersion” bilingual education stage (from 9 to 10 years old to primary school graduation), late “immersion” bilingual education stage (starting from middle school), and final “immersion” bilingual education stage (university stage). The details are in table 1. The penetration ratio of the second language (L2) is also different at each stage (Palmer, & Henderson, 2016). In the early stage, the substance is monolingual, and the penetration rate of French is 100%. French is a single language of instruction, which enhances the ability of listening and speaking. In the teaching, the teacher encourages the students to talk more and listen more, allow the students to make mistakes, and treat the students without mistakes (Dicks, & Genesee, 2017). The purpose is to make the children have a strong interest in French. In the medium term, the penetration of French is 80%. In the late and final stages, the penetration rate of French has remained at around 50%. There are several reasons for the success of bilingual education in Quebec. The government’s policy support for bilingual education was adopted. Secondly, the social environment and human environment in Quebec provided bilingual education for teachers. Students’ learning provided unique conditions; the local rich teachers provided a good foundation for them. The general support of parents has promoted the promotion of “immersive” French education throughout Canada.

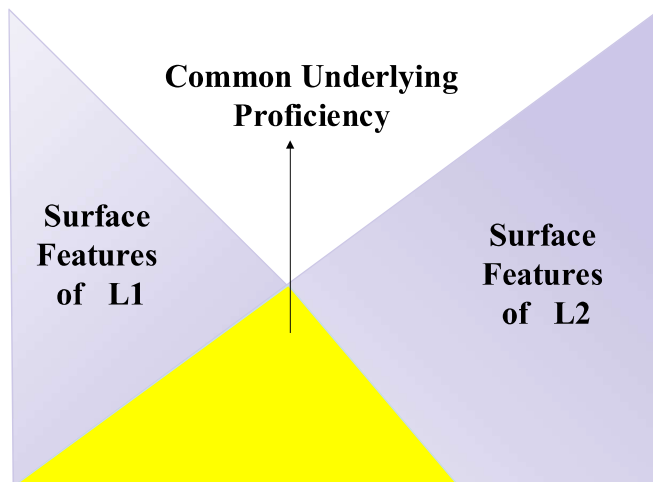


Figure 1: The iceberg theory

Table 1: Status and types of immersion education

Classification	Grade	Proportion of Second Language	Total time
early “immersion” bilingual education	kindergarten (5~6 years old)	50%~100%	more than 5000 hours
medium-term “immersion” bilingual education	primary school (9~10 years old)	50%~80%	1200~2000 hours
late “immersion” bilingual education	middle school	50%~80%	1200~2000 hours
final “immersion” bilingual education	university	30%~50%	400~600 hours

Bilingual and bilingual teaching has become a common concern in the fields of linguistics, psychology and education. Today, with the rapid development of the economy, Chinese enterprises have become more and more closely connected with foreign companies. In order to adapt to the new employment situation, colleges and universities in China have begun to pay attention to bilingual teaching of professional courses. In international trade, international finance and other majors, we took the lead in bilingual teaching. In addition, other majors have also carried out bilingual teaching activities, and the immersion bilingual teaching mode has gradually been introduced into the bilingual teaching process (Jiang *et al*, 2014). “Bilingual education” refers to “bilingual teaching” in China, but there are still some differences between the two. In the process of bilingual teaching, the following problems still exist. First, the students’ English level is uneven. Due to regional differences and urban-rural differences, there are significant differences in

English speaking, listening and application between college students. Second, the bilingual teacher's faculty is relatively weak, and the bilingual teaching effect is not ideal. Third, the use of modern teaching methods is not sufficient, resulting in poor immersion teaching (Mady, 2017). Fourth, there is a lack of English language environment for bilingual teaching. In the definition and thinking of bilingual teaching, Zhou Li proposed three modes according to the discussion of bilingual teaching in the Longman Dictionary of Applied Linguistics: Maintenance Bilingual Education, Transitional Bilingual Education and Immersion Program (Bennui, 2016). The differences among them are in *Figure 2*. The first layer is the simple infiltration level, that is, the maintenance bilingual teaching mode. For example, teachers can use foreign languages to talk about common professional vocabulary, key sentence patterns and key content, and can use Chinese to comment, so that students can have more opportunities to contact foreign languages. The second level is the integration level, that is, the transitional bilingual teaching mode. Teachers use Chinese and foreign languages to teach, and let students learn to use foreign languages to organize language and express Chinese content without affecting the mastery of students' subject knowledge (Xiong, & Feng, 2018). The third level is the immersion bilingual teaching mode.

In the measures proposed by the Ministry of Education to strengthen undergraduate teaching, it is explicitly required that colleges and universities within five years of bilingual teaching courses reach 5%-10% of the courses offered, and the introduction of English original textbooks to implement teaching. So far, English immersion programs for colleges and universities across the country have been or are being implemented in an orderly manner. Most of the postgraduate courses at universities have successfully implemented bilingual teaching in accordance with the requirements of immersion teaching. Many universities have also formulated a specific implementation plan for bilingual teaching based on the reform ideas of bilingual teaching and the reality of the school itself. The English-language part immersion teaching has been well practiced in relatively mature universities or disciplines and majors. The time spent using native language and English in teaching is about 50%. In our country, English is the target foreign language used in bilingual teaching, so it is called English immersion teaching (Li-Ping, 2016; Pennington, & Richards, 2016). The English immersion bilingual teaching model discussed in this paper is also based on the *English Bilingual Teaching Mode*.

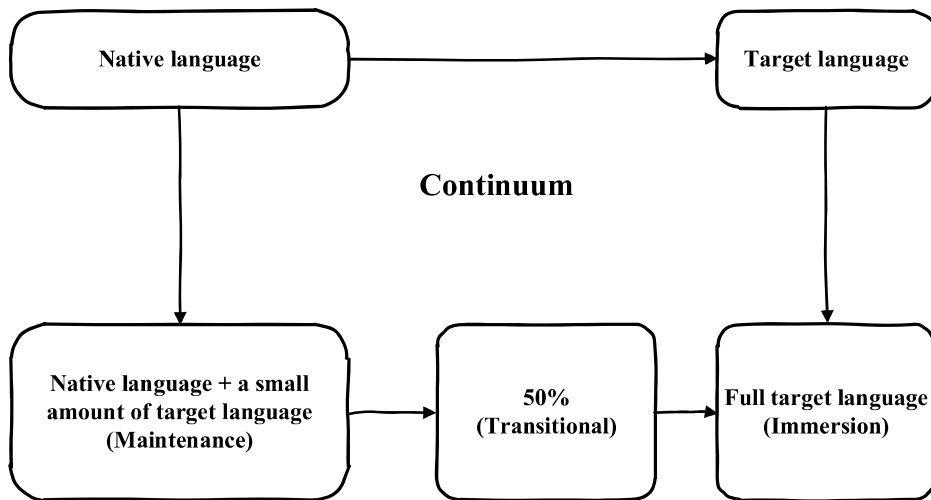


Figure 2: Structure of immersion bilingual teaching model

Under the trend of economic and cultural globalization, whether in China or abroad, economic and cultural exchanges with foreigners in English are the needs of work and life, and students' English learning for many years needs to be applied in practice. College English teaching should be based on the current teaching situation of the school and understand the learning effect of students (Lapayese, Huchting, & Grimalt, 2014). On this basis, colleges and universities should strengthen the reform of English teaching and actively explore teaching methods to improve students' comprehensive English application ability. Universities are institutions that directly deliver talent to society. University education must adapt to the development of economy and society. Training talents who can adapt to learning society, information society and innovative society has become the core task of university education today. These adaptive developments have put forward specific requirements for college students' knowledge management ability (Baker, & Inventado, 2014). The information age is an era of rapid development of information technology. The application of a large number of information technologies in education, many college students cannot adapt to foreign related professional courses. Therefore, it is extremely important to develop immersion bilingual teaching to improve college students' knowledge acquisition.

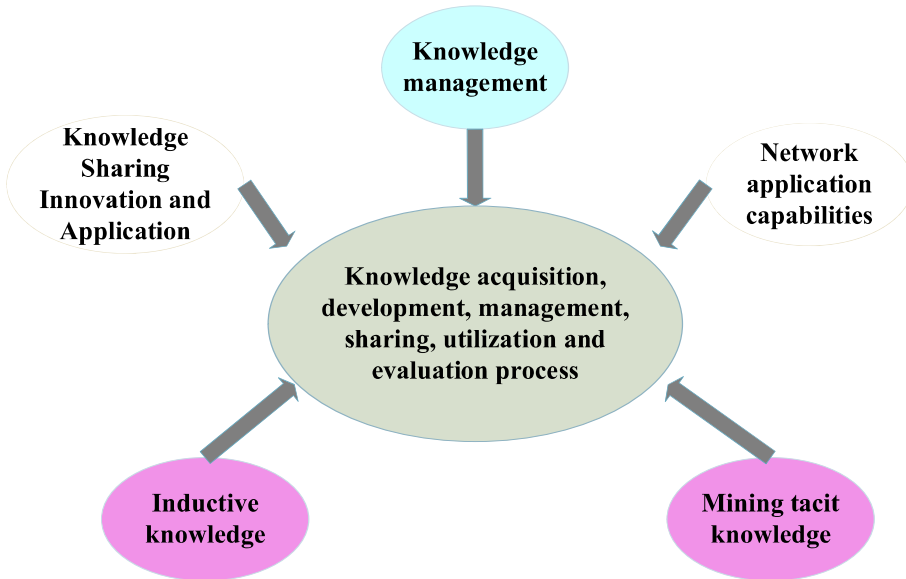


Figure 3: The structure of college students' knowledge management

The lack of knowledge at the front of the current discipline is a short-board in the knowledge structure of contemporary college students, and it affects the employability and employment confidence of college students, especially in the high-tech field (Wibrowski, Matthews, & Kitsantas, 2017; Wexler, 2017). The influencing factors in the knowledge management system of college students are shown in the above figure. Therefore, tracking and mastering the cutting-edge knowledge in the subject area and perfecting the existing knowledge structure are of great significance for improving the ability of college students. This requires universities to not only introduce and impart cutting-edge knowledge in teaching, but also accelerate knowledge renewal. The application of immersion bilingual teaching can help us solve the problem of knowledge update. Only by mastering English well can enable us to become international talents, so that our country can dominate in international exchanges. Learning English allows us to absorb the most advanced theories and techniques in various fields and master the core technology for China Renaissance. Learning English allows us to have an international vision, understand the culture of different countries, and absorb the excellent culture of advanced countries (Rose, 2015). Form an all-round, systematic English-Chinese bilingual teaching curriculum system to ensure that immersion bilingual teaching model is of great significance to the realization of sustainable development in China. By improving the teaching methods to promote the substantial improvement of

the English level of the whole nation, we can quickly cultivate outstanding talents who can participate in international competition and cooperation, to consolidate and strengthen Chinese position as an Eastern power in the international market competition.

Methodology

Data Source

The immersive bilingual education began in Quebec. In this region, native English speakers in Canada want to integrate their English and hope that their children can master French in addition to English. The French-speaking Quebec people want to enhance the nationality of French culture by teaching and using French (Lindholm-Leary, & Genesee, 2014). The St. Lambert School in Montreal began to implement immersive bilingual education at the request of parents. English-speaking children began to receive French instruction from the beginning of school. The most popular is the “early full immersion method”, which is the prototype of various immersive teaching methods. Early immersion is divided into three stages: monolingual, bilingual and consolidation. Kindergarten is a monolingual stage and primary school is a bilingual stage (Goldenberg, & Wagner, 2015). The consolidation phase begins in the middle school phase. St. Lambert’s immersive bilingual education has been a great success, attracting attention and learning from other parts of Quebec. With the deepening of research and the spread of teaching methods, many areas of change have emerged in different regions. According to the different grades of French teaching, it can be divided into “early full immersion method” from kindergarten or first grade. “medium immersion method” starts from the fourth grade and “late immersion method” starts from the seventh, eighth and ninth grades. Johansen and Swin summed up the core features of immersive bilingual education. It uses the second language as the medium of instruction. The immersive bilingual program is parallel to the local first language course. Publicly support the existence of the first language. The goal of the immersive bilingual project is to add bilingualism. The use of a second language in the classroom is greatly limited. Teachers are bilingual. Classroom culture is the culture of the local first language community. The characteristic of Quebec immersion bilingual education is that teachers and students can effectively learn the second language in the same way as they learn the first language by touching and using the target language in real-life situations. From the perspective of bilingual teaching mode, Quebec immersion bilingual education adopts the strategy of developing students’ listening and speaking ability first, and adopts the principle of learning courses in the process of learning language (McIvor, & McCarty, 2016). This teaching method is in line with the theory of language

teaching, also conforms to the laws of education and psychology, and is more suitable for students' learning characteristics.

Based on the Canadian immersion bilingual teaching model, a university in China has opened a Web-Based Instruction course. The instructor adopts the teaching method of teaching in English, namely the immersion bilingual teaching model. Through a case study of this course, we explore the effects and conditions, successful experiences, and promotion and application of immersion bilingual teaching in non-language professional postgraduate education. We used a questionnaire survey to conduct a sample survey of recent graduates of English majors this year. 75 questionnaires were distributed from the network and filled in, and 60 were collected. The recovery rate of the questionnaire was 80%. The questionnaire design is divided into three parts: basic information, English ability, and feedback on bilingual teaching. In addition, we conducted interviews with students and teachers based on the survey results to determine the effectiveness of the implementation of the fully immersive bilingual teaching model. Immersion bilingual teaching has high requirements for students' English proficiency, so the first part of our questionnaire is the English ability. Of the 60 people sampled, 27 passed CET6, 22 passed TEM4, and 10 passed TEM8. 1 person is in other situations (as shown in *Figure 4*).

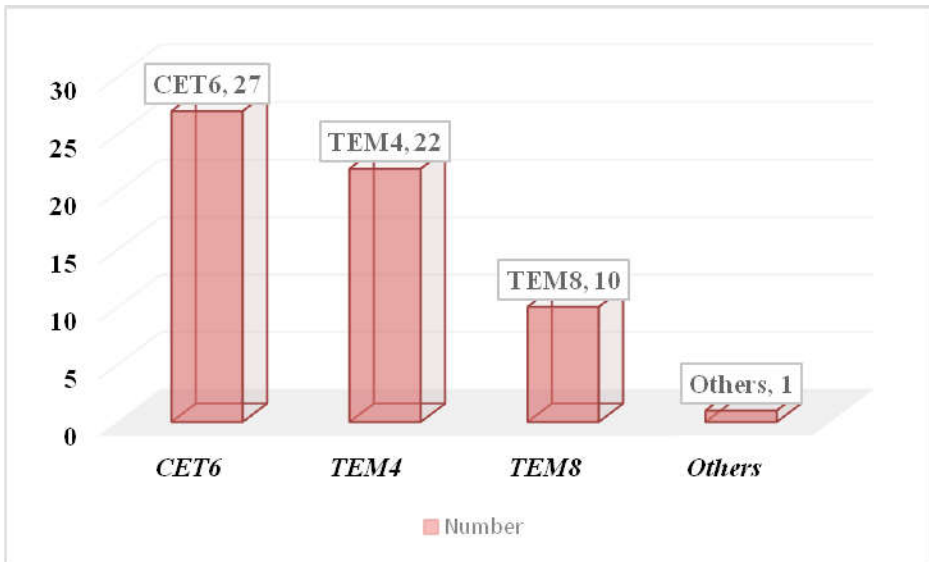


Figure 4: Reliability test of each scale

Evaluation and Measurement

In terms of listening, speaking, reading and writing skills, 51.7% of the respondents indicated that they were able to read and write and were able to perform basic listening and speaking. Those who were proficient in using English for listening, speaking, reading and writing accounted for 28.3%. Still 5% of students said that there are obstacles in using English to communicate. Therefore, there is no problem with the basic listening and speaking ability of students. For the weakness of English learning, 63% of the respondents chose speaking, 21.7% of the respondents chose writing, followed by listening and reading (as shown in Figure 5). It can be seen that the export language is a difficult point in most people's English learning. This is related to the "dumb English" teaching that Chinese students have accepted for a long time, so it has a strong contrast between reading ability and speaking ability. Therefore, bilingual teaching has the ability to improve professional knowledge and English as a dual teaching goal, which can improve students' English proficiency.

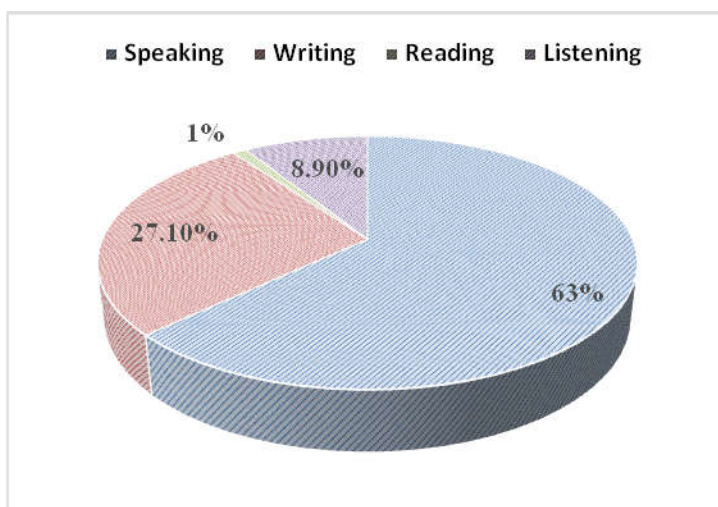


Figure 5: Correlation analysis results of research variables

The instructors of this course have the language ability and professional ability to implement bilingual teaching, and organize the completely teaching process in the form of full English teaching. In the difficulty of using textbooks, it is not too difficult to combat the enthusiasm of students. It cannot be too easy to maintain the cognitive efforts of students. More than 80.0% of students indicated that they are familiar with more than half of the content of the textbook (see *Table 2*).

Table 2: Students' familiarity with knowledge

	10-30%	30-50%	50-70%	70-100%
Number	1	5	36	18
Percentage	1.6%	8.4%	60%	30%

The WBI course combines theoretical presentations with students to accomplish tasks through four learning tasks. They are class discussion, group cooperation, learning forums, homework. Class discussion sessions encourage students to express their professional knowledge and academic views in English. Students' English proficiency, especially speaking ability, is the key. In the survey, 85.0% of the students indicated that they occasionally participated in class discussions, while only 11.6% of those who participated in the discussion (as shown in *Table 3*). Classroom discussions are conducted in English, which puts high demands on students' oral expression ability, so only some students with good oral English can be used in class discussions. For the "big obstacles in the classroom to use English to participate in the discussion", 63.9% of the respondents said that "speaking is not fluent, not daring to express, afraid of mistakes", 32.8% of the students said "no idea to express", others still did not understand what is discussed. Class discussion is not mandatory in English, and language is a tool for expression that allows the use of a native language.

Table 3: Number of participation in class discussions

	never	occasionally	often	every time
Number	1	51	7	1
Percentage	1.7%	85%	11.6%	1.7%

Task-based learning puts higher demands on group collaborative learning, emphasizing students' autonomy, creativity and participation. Therefore, it is very important to implement bilingual teaching in the college education stage to explore how to give full play to the advantages of group collaborative learning. For the group cooperative learning effect, 48.3% of the students said that it was better, and 28.3% of the students said it was very good (as shown in *Table 4*). Of course, the individual differences between students determine the degree of participation in the entire group study. Through interviews, some students expressed their views through the discussion and negotiation of the group, and some students said that they learned how to compromise and persist.

Table 4: Statistics of group cooperation evaluation

	very good	better	general	poor	very bad
Number	17	29	12	1	1
Percentage	28.3%	48.3%	20%	1.7%	1.7%

Each class has a learning forum for teachers, students and students. Teachers can post assignments and reference materials, and students can discuss questions and post opinions about a particular issue. For the discussion in the forum, 68.3% of the students indicated that they would participate in the discussion occasionally. The number of students who participated frequently was still a small part, which was 23.3%, and 8.3% of the students said that they had never participated (as shown in Table 5). During the discussion, students can leave messages in English or Chinese, and according to observations, most students use Chinese to post messages. Both classroom discussions and forum discussions are good ways to develop your thinking skills. The ability to think, to question, and to express self-view in thinking are the basic goals of college education.

Table 5: Appropriate situation of the form of course assessment

	completely appropriate	appropriate	general	inappropriate	completely inappropriate
Number	5	48	5	2	0
Percentage	8.3%	80%	8.3%	3.4%	0%

We study the immersive bilingual teaching model, paying particular attention to the use of English, to examine whether both the teacher's teaching and the student's learning have met the requirements of immersion bilingual teaching. Teachers' classroom teaching language is entirely in English, including spoken language, PPT written language, and forum posting language. Therefore, from the perspective of teacher education, WBI fully meets the requirements of immersion bilingual teaching for language use. There is a large difference in the level of English used by students in class discussions, forums, and assignments. Classroom discussions are in English and occasionally students are expressed in their native language.

More than half of the students use all Chinese in their homework, while the proportion of using full English is relatively low, and a certain percentage of people use Chinese and English. The proportion of written language in English is generally higher than the proportion of spoken language in English, and only a very small number of students use English in class. From this point of view, oral expression is a bottleneck in the current immersion of students in the process of learning (as shown in Table 6).

Table 6: Language usage in the work

Operation	Content	Full English		Full Chinese		Mixed Chinese and English	
		Number	Proportion	Number	Proportion	Number	Proportion
Tool introduction	PPT	30	50%	10	16.7%	20	33.3%
	Presentation	42	70%	6	10%	12	20%
Evaluation	Evaluation paper	46	76.7%	11	18.3%	3	5%
	Presentation	51	85%	1	1.7%	8	13.3%
Sample Lesson	Page text	36	60%	10	16.7%	14	23.3%
	Presentation	51	85%	1	1.7%	8	13.3%
Reflection Paper	Writing language	47	78.3%	9	15%	4	6.7%

Discussion

The effect of studying bilingual teaching is mainly examined from two aspects: English ability and professional ability. For the degree of acceptance of the teachers in the English-speaking mode, 51.7% of the students indicated that they can understand 70%-100% of the English spoken by the teacher, and 96.7% of the students can understand more than half (as shown in *Table 7*).), it seems that the students did not fully understand the English spoken by the teacher. This is the great difficulty in the implementation of bilingual teaching. The study of professional knowledge relies on the carrier of language, and the immersion bilingual teaching has increased the difficulty of students' learning to some extent.

Table 7: Proportion of courses that students understand

	10-30%	30-50%	50-70%	70-100%
Number	0	2	27	31
Percentage	0%	3.1%	45%	51.7%

Immersion bilingual teaching is still helpful for students' English ability and professional knowledge, especially the cultivation of English ability. The improvement of language ability is a long-term process, and as an intrinsic ability, it is difficult to measure completely in an explicit way. In addition, the factors that influence language ability are also diverse. We cannot say for sure that immersion bilingual education will definitely improve English. However, 20% of the students in the survey indicated that the English-speaking ability improved a lot in English, while 71.7% of the students said that they improved a little, and 8.3% of the students still did not think it improved (as shown in *Table 8*). On the question of

“how much more English is taught in English”, 83.9% of students chose listening, followed by speaking (as shown in Figure 6). The improvement of hearing in immersion bilingual teaching is more obvious. In particular, the language ability of the instructor is fully consistent with the requirements of the immersion language use, and the teacher has a better guiding effect on the students.

Table 8: Proportion of courses that students understand

	Improve a lot	Raise a little	Did not improve	Decreased
Number	12	43	5	0
Percentage	20%	71.7%	8.3%	0

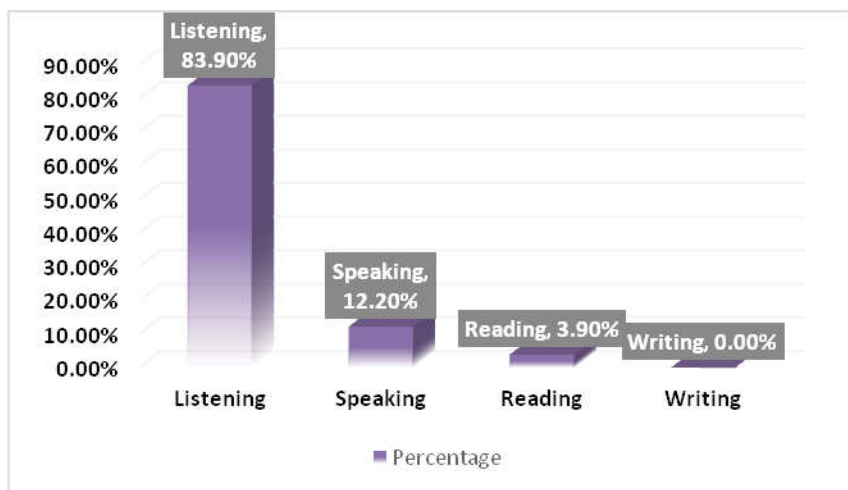


Figure 6: Proportion of courses that students understand

In further investigation, we studied the progress of students from five aspects: professional knowledge, oral English, listening, writing and reading. English listening is one of the more improved, and nearly half of the students said that writing and speaking are unchanged. On the one hand, the improvement of writing and speaking ability is a slow process. On the other hand, bilingual teaching cannot comprehensively improve students’ comprehensive English ability. Listening can be improved significantly, followed by reading ability (as shown in Figure 7). Therefore, bilingual teaching still cannot completely replace English teaching that is specific to language ability. Language goals cannot be the sole target of bilingual teaching.

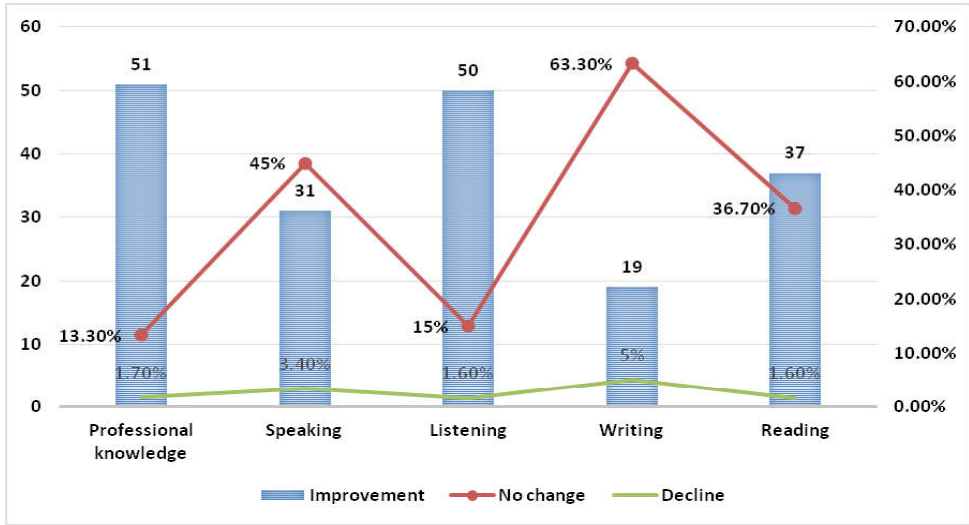


Figure 7. Language usage in the work

The WBI course is taught in English. It is designed to be completely non-native, and meets the requirements of an immersive teaching model. Teachers, students, and courses are the three basic factors that restrict the implementation of bilingual teaching models. First, the instructor needs to have the language skills and professional knowledge to implement bilingual teaching. The next three grades have a certain level of language skills and expertise. The number of students passing the CET-6 accounted for the majority of the entire sample. Therefore, students have difficulty in achieving full use of English in addition to oral expression, and there is no problem in listening, reading, writing, etc. Students also have a professional foundation in online education. The exploration of the WBI immersion bilingual teaching mode was successful. It is mainly reflected in the following aspects. Students generally accept and welcome this approach. Compared with traditional native language teaching methods, bilingual teaching, especially immersion bilingual teaching, is a new teaching method for students, which can stimulate students' interest in learning. Secondly, classroom communication is particularly sufficient. Most students can use English in the classroom discussion session and improve the use of English. Students' English listening and speaking have generally improved, and they have broadened their professional horizons. Thirdly, WBI adopts a task-based teaching method to give full play to the autonomy of postgraduate study, and adopts the method of group cooperation, which is consistent with the characteristics of research learning.

Through the investigation and study of the effect of immersion bilingual Teaching, how to coordinate the dual goals of teaching is an important issue.

The immersive bilingual teaching mode can achieve the dual goals of improving language ability and improving professional ability to a certain extent. However, the immersion bilingual teaching mode is a great challenge for teachers and students. It is difficult to achieve true meaning of immersion and stay at the level of transitional bilingual teaching most of the time. Through the above analysis, we can find that the immersive bilingual teaching mode can produce very positive effects when conditions are available. There are still some difficulties in both the teaching process and the learning process to achieve full immersion requirements, but the bilingual curriculum of this study gives us confidence in the immersion bilingual teaching mode.

Conclusion

Bilingual teaching practices in Canada and around the world have proven that immersive teaching can save students' language skills in a timesaving and laborsaving manner. With Chinese reform and opening up and its accession to the WTO, the number of foreign guests who come to China for investment, tourism and work is increasing. Economic globalization, the exchange of knowledge and talents are becoming more frequent, and the demand for international talents is increasing. Bilingual talents who are both proficient in Chinese and Chinese culture and familiar with foreign languages and foreign cultures have become the intrinsic elements of Chinese important talent quality in participating in international competition. Therefore, it is of great significance to implement bilingual teaching in colleges and universities. The cultivation of international talents has brought new challenges and opportunities for development in Chinese higher education. There is still much work to be done in the implementation of immersion bilingual teaching in China. English-Chinese bilingual teaching should be coherent and permeate the entire university education stage of students, so that students receive a true English-Chinese bilingual education. Ensuring the realization and sustainable development of immersion bilingual teaching in Chinese true sense can promote the substantial improvement of the English level of the whole nation. This can quickly develop talents who can participate in international competition and cooperation.

This paper first systematically sorts out the status quo of bilingual teaching research at home and abroad through a large number of readings. We conducted a case study on the immersion bilingual teaching mode of domestic universities, and used questionnaires to study the effect of immersive bilingual teaching. We analyzed its impact on college students' English knowledge ability and application ability. The results prove that the effective bilingual teaching mode of colleges and universities has a positive impact on the learning outcomes of college students. Bilingual teaching research has a lot of room for development both in breadth and in depth. According to Chinese national conditions and the characteristics

of college education, most of the domestic universities still adopt the bilingual teaching mode and the transitional bilingual teaching mode, and the immersion bilingual teaching mode is less used. The development and implementation of immersion bilingual teaching mode has yet to be further promoted, and many issues need to be studied and discussed. Exploring a road that suits the characteristics of Chinese colleges and universities and the characteristics of higher education is an urgent problem to be solved. Therefore, the development of immersion bilingual teaching in domestic universities has a long way to go.

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