



Bilingual Education in Shaanxi Province of China: a Critical Analysis of the Educational Policy in Practice

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Abstract: The development of bilingual education model has been influenced by the emergence of bilingualism and bilingual education. This paper analyzes and explains the relationship between bilingual education model, language policy and school practice from multiple perspectives. The focus of this article is to study the bilingual education model in Shaanxi Province, China, to analyze the types of bilingual education in Shaanxi and the advantages and disadvantages of applying this model. Based on the national conditions of our country, the promulgation of language policies, and the differences and problems in school practice, we will critically discuss and put forward some feasible suggestions on these problems.

Keywords: bilingual education, bilingual education model, language policy, school practice

Introduction

Language is the product of the development of human society, and also serves as the main expression of communication between people. Language is the most direct sign of humanity and an indicator of sensitive and rapid perception of social change (Blommaert & Maly, 2014, p.1). The emergence of bilingualism is due to many factors, including economic factors, cultural factors, social factors, and national policies. In the economic field, as cross-border trade is more frequent, it is necessary to learn and use another language or languages to cope with international exchanges, so that you can better understand the world and promote the healthy development of the economy (Gill, 2005, p.256). For the cultural field, by learning the language of this nation, people can deeply understand the cultural characteristics of national customs, lifestyles, and thinking characteristics (Fishman, 2001). Social factors mainly include migration, immigration, multicultural communities and intermarriage of people using different languages. As Fisherman (1967, p.37) explained, such as foreign marriages, wars, population expansion, economic growth, and other contacts with others, these will lead to internal diversification and different national policies. This diversity is the beginning of bilingualism.

In the world, with the emergence of bilingualism and the characteristics of linguistic diversity, the development of bilingual education has been promoted. Bilingual education is a simple description of complex phenomena (Baker, 2011, p.213). The study of bilingual education is a topic of confusion and complexity (García, 2009, p.6). It is difficult to have an accurate statement about the definition of bilingual education, and it is necessary to analyze the actual situation of the language in different countries and regions. Therefore, the background of exploring bilingual education needs to be based on multi-dimensional, multi-disciplinary, cross-border and holistic perspectives.

It is precisely because of the emergence of bilingualism and bilingual education that a diversified bilingual education model has emerged. Bilingual education is constantly evolving and changing in the twenty-first century. In order to meet economic globalization, cultural pluralism, increasingly fierce international competition and adapt to the needs of the international market, various countries and regions in the world propose a number of bilingual teaching models according to differences in national conditions, educational purposes, educational objects, and language environments. Each educational model has specific operational procedures and has been tested for many years in bilingual teaching practice in the country, and is compatible with local bilingual teaching. The most common bilingual teaching models include immersion, transitional, and maintenance. In many Asian countries, due to the different cultural backgrounds of the language, the general situation is more to adopt the mainstream education model of foreign language teaching and maintenance.

According to the diversity of bilingual education models and language types, the existence of a multilingual environment makes lingua a necessity for people to communicate with each other. Within the scope of sociolinguistic research, countries around the world have introduced flexible and linguistic policies based on economic development in order to solve the problem of language problems. From the current reform of foreign language policy in developed countries, we can find that we must pay attention to foreign language education for a long time, and pay attention to the close relationship between foreign language education and national interests. In addition, language policy is inextricably linked to the school. Because the school is the initial place for the implementation of the language education policy, it plays an invaluable role in the

process of language policy practice. To some extent, the results of the promulgation of language policy and the specific practice of the school will produce certain differences. Therefore, the formulation of language policy must be combined with the specific situation of implementation. As Spolsky (2004, p. 8) stated, the nature of language policy can be understood and obtained by studying language practices and beliefs.

This paper gives some background information at the beginning. The development of bilingual education model has been influenced by the emergence of bilingualism and bilingual education. In addition, it mainly analyzes and explains bilingual education models, the relationship between language policy and school practice from multiple perspectives. In the literature review section, the concepts of bilingualism, bilingual education, bilingual education models, and language policy are first explained separately. Second, the main types of bilingual education are enumerated and analyzed. Next, it analyzes and explains the advantages and disadvantages of the bilingual education model. Third, the relationship between language policy and school practice is elaborated.

In addition, the focus of this paper is to use the bilingual education model in Shaanxi Province of China as an example of research, specifically analyzing the types of bilingual education in Shaanxi and the advantages and disadvantages shown in the application of this model. According to China's national conditions and language policies, the promulgation of language policy and the differences and problems in the practice of the school, critical discussions are made to propose some feasible suggestions on these issues. Finally, it summarizes the content of the whole paper and put forward my own learning experience, as well as the future in the field of research inspiration.

1. Literature review

A language is a communication tool, but with the advancement and upgrading of educational concepts, people are gradually realizing that language is both a role of communication media, a tool for thinking, and a way to understand the world. To a certain extent, it can change the world view and outlook of life of language learners and have a profound impact on their quality. Global economic integration has affected education in all countries of the world, and the content and means of education are undergoing profound changes. It is estimated that about 70% of the world's information is transmitted in English. The language of English plays a unique role in the process of globalization and has become Esperanto. Therefore, many countries are strengthening English teaching, which has given birth to different bilingual education models. For a country or region, the more schools adopting the bilingual education model, the more bilingual talents are trained. This important educational model has helped countries to improve their comprehensive competitiveness in the process of economic globalization. The promotion of bilingual education is entirely based on teaching reasons, but the greater ambition of this proposal is to achieve political, economic and social equality (Lewis, 1978).

This literature review is mainly divided into four parts. First, the concept of bilingualism and bilingual education are explained. Second, it explains the concept of bilingual education model and introduces the main bilingual education model in contemporary Asia. Third, in the sociolinguistic context, the advantages and disadvantages of the bilingual education models are analyzed. Finally, the relationship between language policy and school practice are expounded.

1.1 The definition of bilingualism and bilingual education

In order to understand the bilingual education model in depth, sociolinguists have explained and distinguished the concepts of bilingual and bilingual education in detail. Kaplan and Baldauf (1997, p.216) define bilingualism, which they consider to be an individual phenomenon that represents the outcome of a person immersed in two or more language communities. In other words, it means that the degree of mastery of the two languages is different because a person's "first language" is still his or her dominant language in life. "Second language" as a variable, on the one hand, from the perspective of skill acquisition is to learn foreign languages in school for one or more years. On the other hand, it means using another language as its main language in a community that has been immersed for many years. At the same time, Baker (2011, p. 4) further explains the concept of bilingualism, where most language groups add a foreign language without losing their native language. Their mother tongue is not sufficient to meet the educational, political, employment and communication needs of the society in which they live. From this aspect, it seems that the simplest understanding of bilingualism is to be able to master and apply a second language in addition to the mother tongue itself.

Moreover, the understanding of the concept of bilingual education is based on bilingualism. Baker (2001) stated that "bilingual education refers to education in more than one language, usually in more than two languages." Due to the complexity of bilingual education, García (2009, p.6) added after explaining bilingual education, which is different from traditional second language or foreign language education. To a large extent, these traditional second foreign language teachings use language as a subject, and bilingual teaching takes language as a medium of instruction. In other words, bilingual education is taught in a language other than the child's mother tongue. Depending on the concepts of language teaching and bilingual

education, however, it may be difficult to distinguish them. In the broad field of contemporary education, more and more bilingual education combines language and content, thus forming a teaching model similar to bilingual education (García, 2009, p.6). For example, in Chinese bilingual education, in addition to Chinese, a foreign language is used as the main language of the classroom for subject teaching. The vast majority of cases currently use English. This kind of education model is the teaching activity of subject education in two different languages. Generally speaking, it refers to the teaching model of partial or non-linguistic subjects in the non-native language while teaching some subjects in the mother tongue.

1.2 The types of bilingual education model

In recent years, according to the study of sociolinguists and educators, the construction of foreign bilingual teaching models from the perspective of language, are mainly divided into three categories, namely immersion, transitional and maintenance. In the study of bilingual teaching model, in the late 1960s, Canada and the United States achieved great results in bilingual education. Later, Singapore, Australia, Finland, and other countries also created bilingual education models with their own characteristics. Due to the particularity of national culture, political economy and other backgrounds, however, most countries in Asia adopt a maintenance bilingual education model and a mainstream foreign language teaching model. Roberts (1995, p. 374) discussed the maintenance bilingual education model, where learners are converted into English classroom content and supported by the mother tongue. At this point, it is like in a transition project. The maintenance bilingual model is a way to continue to accept courses in the native language content, enabling learners to master both languages. The goal of maintaining a bilingual curriculum is to promote bilingual development and balance both types of education. The goal of this model is to promote pluralism rather than assimilation. Languages other than English are considered resources. Since it helps the development of both languages, the result is additive bilingualism (Cummins, 1981). It can be obtained from the analysis of the maintenance bilingual education model, and this education model is based on not destroying and threatening the mother-tongue teaching. It can even help L2's learning with the help of some native speakers.

In addition, Baker (2011, p.223) gave an example to suggest foreign language education model. For example, parents are children of English-speaking monolinguals, and English is the only medium of instruction in school. In general, there are some second foreign language teachings. This is similar to “drip teaching”, which highlights the language elements of mainstream education, and the second foreign language course for half an hour a day may constitute the only diet of other languages. For instance, many countries in Asia such as Japan, South Korea, and China are more inclined to this bilingual education model. The school conducts basic courses in the mother tongue, and the second foreign language course is also part of the school curriculum. The school arranges the regular time for second language study each week and also sets up an exam to measure student learning outcomes.

1.3 The pros and cons of the bilingual education model

With the acceleration of world integration, the global economy, culture, and politics continue to develop and integrate, and more communication channels are needed to bring countries together. The bilingual education model has become a way for countries to unite with the world and has been valued and developed in the field of education. However, the bilingual education model itself has a great impact on the political, economic, cultural and personal development of society. This educational concept has both advantages and disadvantages. First, the bilingual education model provides equal opportunities for language learning for learners of different classes in society. Pennycook (2007, p.13) argues that language is not so much an entity that exists first with our language, but rather as a precipitate of repeated identity behavior. For example, in the field of education in the last century, only a few elites of the upper class had the opportunity to learn from foreign languages. To some extent, affordable foreign language learning funds also represented a symbol of identity. As Roberts (1995) considered bilingual education to be a generous attempt to help unfortunate non-native English speakers who can't afford it in times of economic hardship. Skutnabb-Kangas (2000) also had a similar view that the ability to master the main language is transformed into language capital, which provides a favorable position for the social elite and is produced in large numbers in schools and formal learning institutions. Therefore, today's bilingual education model supports language learners of different classes and different identities to learn L2 and have equal rights to receive resources and education in foreign language learning.

Second, the bilingual education model can help social and economic growth and cultural exchanges. Sankoff (1989) showed that the Marxist concept of the language market has been used in the arguments of urban sociolinguists who believe that language possesses the ability to transform into socio-economic capital and cultural capital, and also represents a special state of society. For instance, in the twenty-first-century society, Schwartz and Palviainen (2016, p.610) believe that English can be regarded as the first language of choice for the elite language and society in business, pop culture and education. In addition to the mother tongue English-speaking countries, the primary choice for English as a language learning other than

the mother tongue is recognized by most countries. It has become the universal language of the world and has become a bridge for economic exchanges and cultural communication between countries. In addition, from the perspective of social linguistics, Watson-Gegeo (1988, p.582) stated that “language learning is facilitated through social interaction”, and it also means that language is the main carrier of socialization. He also gave an example: when we study L2, we learn not only the communication structure but also the norms of learning society and culture. Thus, for the economic interests and cultural diversity of countries, the bilingual education model promotes the development and exchange of these fields.

Finally, in the era of knowledge and information explosion, countries around the world need to update and access information quickly in order to promote the development of all aspects of the country. The bilingual education model provides a new approach to the acquisition of knowledge and information. Gill (2005) took Malaysia's bilingual education model as an example. He explained that because of the industrialization of Malaysia and the need to acquire innovative knowledge in science and technology, it was essential that workers gain knowledge and confidence in this field. However, due to the lack of proficiency in the use of English by natives, scientists must obtain resources in Malay at some stage, which required a translation of English into Malay. In this regard, due to the lack of language, it has hindered the acquisition of knowledge and information to a certain extent, and also delayed the development of science and technology. On another aspect, according to the records, there are more than 100,000 scientific journals in English in the world, and this number is growing at a rate of 5,000 per day on the basis of the existing 30 million articles (Bilan cited in Martel, 2001, p.51). Hence, it indicates the necessity and importance of the implementation of the bilingual education model. The language learning opportunities provided by the bilingual education model are of great significance for learners to acquire knowledge and effective information. In summary, the bilingual education model has a positive impact on the development of all aspects of the world, both in the economic, cultural and educational fields.

The bilingual education model has brought certain benefits to all aspects of society, however, it still has certain limitations. On the one hand, the bilingual education model has a certain negative impact on linguistic diversity and the maintenance of the mother tongue. Skutnabb-Kangas (2000) showed that most languages do not disappear naturally, they are consciously killed or destroyed. Krauss (1992, p.5) also mentioned the issue of linguistic diversity. He believed that formal education and mass media were the main drivers of the loss of linguistic diversity and the extinction of an ethnic culture. At the same time, Creese and Blackledge (2011) believed that language is a basic social phenomenon, and language practice is inseparable from social beliefs and attitudes toward language. Lewis and Simons (2010) found through the GIDS (Graded Intergenerational Disruption Scale) that as the number of domains associated with a language begins to decrease, it means that the language has lost its use. Parents may think that the language is not as valuable to their children as another language, so this language also begins to lose users. In addition, Schwartz and Palviainen (2016) observed in Singapore's language studies that with the development of English, the mother tongue has also been officially promoted. In many cases, English occupies a very important position in education at the expense of native language skills. For example, the language status of English cannot be shaken, which has led to the promotion and enthusiastic pursuit of English learning in the world. In a certain sense, this would cause neglect of other language learning, and hinder the development of the language of the mother tongue. It can be seen that the development and promotion of the bilingual education model obstruct the development of linguistic diversity and mother tongue, and even causes the disappearance of some languages.

On the other hand, the bilingual education model threatens the cultural value and development of a country. Fishman (2001) noted the link between culture and language, and he believed that a particular language and a particular culture are associated with its accompanying cultural identity. Skutnabb-Kangas (2000) described how the spread of English in the world enables language minorities to colonize their ideas and deprive them of value in the language and cultural markets, keeping them loyal to the language of the colonists. This can indicate that the bilingual education model can impact the culture of the country through the study of language and the cultural penetration behind the language. He also stressed that millions of children are likely to be subtly transferred to another culture by accepting a foreign language or a second language education (Skutnabb-Kangas, 2000). Thus, the bilingual education model can influence the cultural maintenance and development of the country through the spread of language and culture. In conclusion, the bilingual education model also has certain shortcomings in the process of extensive development in the world, and it should be paid attention to by educators and learners.

1.4 The relationship between state attitudes toward language policy and school practice

The state's attitude towards language policy is related to and affects school practice. In order to explore the state's attitude towards language policy and the relationship between language policy and schools, it is first necessary to clarify the concept of language policy. Halliday (1990) defined the term language policy as the development of policies that are adopted and regulated, primarily in the field of education, to ensure their implementation. Conversely, Kaplan and Baldauf

(1997) attempted to distinguish between the concepts of language planning and language education planning. The former is a government function and penetrates into many areas of society, while the latter affects only one aspect of society, the education sector. It can be concluded that language policy and language planning are completely different definitions.

Second, the state's attitude toward language policy is generally based on national conditions. As Cooper (1989, p.3) stated, language planning cannot be understood without a reference to the social context. Therefore, the language policies of countries all over the world are formulated by measuring the economic, political and cultural conditions of the country, especially considering economic factor. For example, Moses (2004) observed and analyzed Malaysia's language policy and found that the country did not use language legislation in the private sector, but adopted a flexible and free policy. From this situation, it seems that the state's attitude toward language policy is primarily an economic factor. By adopting this versatile language policy, investors and employers around the world can quickly and easily understand key communications in the business world. In contrast, any restrictions in the language can make foreign investors discouraged. It can be seen that economic interests have become the primary consideration for the state's language policy.

Finally, there is a certain gap between language policy and school practice. Since language policy is formulated from the perspective of national interests, schools will face challenges in the implementation and practice of language policy. For instance, Skutnabb-Kangas (2000) pointed out that the educators have a basic right to choose an educational language. She emphasized that a goal of universal primary education and improved development requires a policy that focuses on basic human rights rather than economic growth. Hence, the concept of insisting on children's welfare and rights is culturally specific, reflecting the idea that it is best for children in the form of love and care is often considered more important than strict adherence to official language policies (Puroila, Estola, and Syrjälä, 2012).

When language policy is an important means of promoting national economic development, schools are in an awkward position in the implementation of language courses. On the one hand, schools need to follow the goals of the national language policy and cultivate language people who serve the country's development. On the other hand, when the development of language learners is contrary to the language policy, it is necessary for schools to consider the rights and laws of development of language learners to make appropriate adjustments (Gill, 2005, p.257).

Additionally, Schwartz and Palviainen (2016) learned from Singapore's language model and practice that the daily difficulties faced by bilingual teachers are how to coordinate language education policies and learners' unique development needs and classroom language practice. Thus, those who make language policies need to think more about how to make use of language patterns to help different types of language learners obtain learning opportunities and stimulate their learning potential to the greatest extent, and what teaching methods can be adapted to meet the needs of individuals (Skutnabb-Kangas, 2000). From this point of view, there is a certain gap in the formulation of language policy and the teaching process of implementing policies in schools. In order to better achieve the goal of language policy, this requires continuous effective communication between language policy makers, schools and teachers, combined with the actual education and teaching situation and joint efforts.

The promotion of bilingual education model is becoming more widespread around the world. On the one hand, the globalization of economy, politics, and culture has strengthened the links between countries in the world, in order to adapt to this change, countries need a unified language to help each other effectively unite and communicate. On the other hand, the language policy and school practice proposed by the state based on the actual development of the country have had an impact on the development of the bilingual education model. The bilingual education model is a double-edged sword in the process of its development and application. It has many advantages and limitations.

2. Case study: the model of bilingual education and the influence of educational policies on educational practice in Shaanxi Province of China

Since ancient times, China has been a multi-ethnic country. In the course of its historical evolution, it shows the infiltration and integration of various languages, even the process of collision and fission, thus providing rich historical materials for the development of the Chinese language. The term bilingual education became popular at the beginning of the twenty-first century, and modern China has completely entered a bilingual or even multilingual society. For example, bilingual applications in important international conferences, bilingualism in cultural exchanges, bilingual education, bilingual television broadcasts, bilingual exchanges in international affairs and international trade. It is impossible for any country or region to leave its own communication with other countries and develop its own economy. Usually, it is necessary to learn the advanced technology of others through communication. However, economic exchanges and learning advanced technology need to be premised on learning the languages of other countries. In addition, the infiltration of foreign language culture is an important means of developing a country and region. In the 1990s, China implemented the reform and opening-

up policy, and more and more foreign cultures were introduced, which provided favorable conditions for China to better understand the world and promote its integration into the international arena. The implementation and development of the bilingual education model in China have helped to cultivate more bilingual talents to serve the development of the economy and culture, and to strengthen links with the world. More importantly, the emergence of bilingual education mode enables Chinese to contact and understand different thinking modes, which can better help the establishment of a sound personality.

This case study mainly focuses on the bilingual education model in Shaanxi Province of China. First, it discusses the types of bilingual education models in Shaanxi. Second, according to the types of education mode, it shows the advantages and disadvantages of the types of education mode. Third, it critically analyzes and reflects on the Chinese government's attitude towards language policy and the problems arising from the implementation of the policy in school of Shaanxi. Finally, some suggestions for improvement are put forward to bilingual education model, language policy and school practice in Shaanxi Province of China.

2.1 The pros and cons of bilingual education model in Shaanxi Province of China

In the past three decades, from the third grade of primary school, English course has been included in the compulsory course of Chinese curriculum planning. In addition, English is also a required subject in college. Under normal circumstances, in Shaanxi Province of China, bilingual teaching refers to the teaching of English as a subject, and the school arranges a fixed time and frequency for teaching every week. In class, the teacher combines English and Chinese to explain the class content according to the teaching objectives and content of each course. The course content includes words, sentences, reading, grammar, etc. Therefore, the language environment and foundation of bilingual education in Shaanxi Province of China determines that it belongs to the category of foreign language teaching rather than second language teaching. In addition, English, as the main curriculum of Chinese foreign language teaching, is not used as a language medium for subject teaching, but as a subject to be studied and mastered by students. Thus, bilingual education is the definition of maintenance bilingual teaching or foreign language teaching in Shaanxi Province of China.

2.2 The advantages of bilingual education model in Shaanxi Province of China

Since the implementation of bilingual education abroad is relatively early, countries have their own bilingual education model. Compared with other countries, Shaanxi Province's bilingual education model is quite special, and it also presents a progressive development trend. This development model is suitable for bilingual teaching in different grades for students with different levels of English. Although it has achieved results in some schools, there are still obvious problems in its development. The emergence of the bilingual teaching model in Shaanxi stems from the challenges of globalization and some of the individual needs and demonstrates its advantages in continuous improvement and practice. On the one hand, the bilingual education model is conducive to deepening the understanding of different cultural diversity and fostering an inclusive personality trait. For example, García (2009, p. 6) showed that the bilingual education model not only provides a meaningful way of fair education, but also an education that establishes a tolerance for other language and cultural groups. In other words, the bilingual education model is the general education model, which cultivates the multidimensional understanding of language and culture and the appreciation of the diversity of human beings through language teaching. At the same time, when exploring the early bilingual education model, Schwartz and Palviainen (2016, p.609) found that bilingual education is not limited to language learning, it contains specific socio-cultural, political and ethnic backgrounds. These have a meaningful and far-reaching impact on the implementation of the language model. It can be concluded that the practice of bilingual education model in Shaanxi is not only focused on language issues, but also on different cultural connotations from language learning, which is conducive to the development of mental capacities.

On the other hand, the popularization and development of bilingual education models in different urban and rural schools in Shaanxi Province provides equally important learning opportunities and competition platforms for learners from different regions. According to Asmah (1987, p. 63), an observation of a British school in the urban area during the pre-colonial period, he found that only a small number of Malays from elites can learn from foreign languages, compared with Malays in rural areas. With very few opportunities, it is very obvious that language learning at that time was an identification of wealth or poverty. In addition, Milroy (1992), through the observations of investigators in countries such as Germany, Sweden, and the United States, generally emphasized the impact of language education and wealth on access to social and geographic connections and increased competitiveness. Therefore, the implementation of the bilingual education model in Shaanxi Province, to some extent, creates a good educational environment and learning opportunities for learners from different regions and classes.

2.3 The disadvantages of bilingual education model in Shaanxi of China

However, with the continuous reform and implementation of the bilingual education model in Shaanxi of China, the

problems in it hinder the study of students' mother tongue and have a negative impact on the cultural value orientation of the province. First of all, the development of the bilingual education model in Shaanxi Province has hindered the students' mother tongue learning. Because most schools in Shaanxi Province offer English courses from the third grade of primary school, this means that students need to accept both native and English language learning from the lower grades. Due to the relatively young age of students, the learning ability and skills of the native language are not yet mature. In addition, the addition of English subjects to the language course may affect the students' mother tongue learning. It leads to irregular learning of native language content and hinders the improvement of native language ability. As mentioned in the previous literature review section, the improvement of English language proficiency is sometimes at the expense of the native language.

Another aspect, the implementation of the bilingual education model, to a certain extent, has guided China's cultural value and has an impact on the value orientation of parents. The hidden danger is that students' learning pressure even makes them feel tired of learning. As the bilingual education model is officially included in the education teaching curriculum, parents have great expectations for their children's bilingual development and education in the process of trying to cultivate bilingual or even multilingual students (Kavanagh & Hickey, 2013; King & Fogle, 2006). From this perspective, the development of bilingual education model virtually transfers the pressure from parents to children. In addition, Skutnabb-Kangas (1981, 2000) pointed out that in the process of learning a language, it is necessary to concentrate on the form of language. Children must learn the language while acquiring information in different course areas. This can lead to stress, allowing children to choose to give up and withdraw because of lack of self-confidence. Therefore, there are some shortcomings in the bilingual education model under the Chinese education system. For these weaknesses, it is worthwhile for society, schools and families to reflect together. English is the language choice in the bilingual teaching model. After years of continuous teaching practice and reform, the educational and teaching achievements obtained by this model are not significant. Further, it shows that English learning is still difficult to break through in the field of teaching.

2.4 Chinese language policy and problems in school practice

In addition to the impact of the bilingual education model on Chinese foreign language learners, the state's attitude towards language policy and the school's role in language policy practice also play a guiding role. From the founding of new China in 1949 to the reform and opening up in 1978, the country's purpose of language education changed from serving the proletariat to English learning to better serve the country's development (Boyle, 2000). The adjustment of the bilingual education model is all in the interests of the country, in order to achieve better development of the country. As a result, English has become the only foreign language course choice in the national curriculum. In a certain sense, it limits the types of language students choose, or it can understand that they have no right to choose. In addition, due to the state's reform of language policy, schools in Shaanxi also face enormous challenges in the implementation of the teaching process. For example, Creese and Blackledge (2011) saw in complementary schools that rights relations, politics, and history shape and influence how people access language resources. In school of Shaanxi, teachers have to adjust their teaching plans and arrangements in response to the country's language policy goals, and sometimes even ignore the rhythm of the students' own language learning. The policy of bilingual education in China is mainly based on English. According to the practice of English teaching for many years, it is obvious that the development of English education in Shaanxi of China is still not ideal. From this, it can be seen that there are certain differences between the formulation of language policy and school teaching. In recent years, people's enthusiasm for English learning is soaring, on the one hand, it is the guidance of national policies; on the other hand, it is the demand of social and personal development.

However, the state has a lack of consideration in the planning of language policy. The policy provisions not only infringe on the rights of students but also can not be combined with the actual situation of English teaching, including the ability of students to learn and accept, the teaching methods of teachers, the uneven distribution of educational resources among schools, etc. These factors all affect the success of bilingual teaching and become a hindrance to language policy and school practice. Thus, in response to these problems, both national government agencies that formulate language policies and schools that implement policies, as well as society, families, and individuals should strengthen communication with each other and better help the development of language education in Shaanxi.

Conclusion

The development of the bilingual education model is in line with the trend of the times and the need of countries to integrate into economic globalization. Language is a symbol of communication and a representative of culture and society. In the field of bilingual education, all countries in the world make improvements according to their own actual conditions and constantly promote its improvement. However, China is an ancient civilization with a long history and develops in the education field with the constant change of the world pattern. English is the only foreign language other than Chinese that

has been introduced in China for decades. While there have been gains in some areas of society, there are hidden dangers behind the false boom.

This article focused on bilingual education models and language policies and practices, starting with an overview of bilingualism, bilingual education, bilingual education models, language policies and practices. Second, it explained the definition of these professional terms separately, showed the types of bilingual education models, analyzed the advantages and disadvantages of bilingual education models and the relationship between language policy and practice. Finally, taking Shaanxi Province of China as an example, it studied and analyzed the background, advantages, and disadvantages of bilingual education model, as well as problems in language policy and school practice. It can be concluded that the application of bilingual education model, whether in countries of the same language family or in countries of different language families, needs to avoid the defects of the model itself and reform and develop according to its own development needs and actual conditions as much as possible. English and Chinese are the languages of different families. It is a difficulty for the Chinese to learn the language of the cross-language system. Meanwhile, due to the long-term influence of Confucianism, culture and traditional teaching methods in China, students trained under the bilingual education model are under many pressures.

In addition, the root cause of the problem of bilingual education model under language policy and school practice is China's education system. Because of China's large population, in the process of talent selection, it is easy to see the phenomenon of thousands of troops crossing the wooden bridge. The National Language Policy is designed to motivate and train language talents that promote economic development. The goal of the language curriculum in schools is to help students pass the selection test smoothly. There is a different target deviation between the two. Therefore, in order to better promote the bilingual education model, China needs to re-examine the education system and bravely outlaw policies that are not suitable for talent development. At the same time, society, schools, and families can unite to contribute their respective strengths to the reform of the bilingual education model in China, so that they can better serve the development and progress of the country.(6307)

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