

The Development of Bilingual Teaching Management Model in Universities for Ethnic Minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China

Lyu Yujie¹,
Siranee Chutopama² and Narumon Sakpakornkan³
Buriram Rajabhat University, Thailand
Corresponding Author, E-mail: Yujie.Lyu@bru.ac.th

Abstract

The bilingual teaching management in Guangxi Zhuang Autonomous Region has always been plagued by problems such as backward management concepts, shortage of educational funds, and low level of teaching staff. This research aimed to 1) study the conditions of the bilingual teaching management in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China; 2) develop the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China; and 3) evaluate the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China. The sample consisted of 270 students, 29 teachers, and 18 administrators, totaling 317 participants. The main research instruments were a 5-point rating scale questionnaire and semi-structured interview guide. The researcher sent the letter issued by the graduate school asking for permission to collect the data. The researcher collected all data by herself. The data were analyzed by using frequency, percentage, mean, and standard deviation.

The research findings were as follows:

1. The condition of the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China, was at a high level overall and in each aspect.

2. The bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China, included four aspects: 1) teacher professionalism, 2) teaching strategies, 3) evaluation systems, and 4) parent and community participation.

3. The accuracy, propriety, feasibility, and utility of the bilingual teaching management model and guideline in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China, were at the highest level overall and in each aspect.

Keywords: Bilingual teaching; Management model; Universities for ethnic minorities

Introduction

Guangxi Zhuang Autonomous Region is inhabited by ethnic minorities. Nationality is the greatest characteristic of Guangxi Zhuang Autonomous Region, and ethnic education is a distinctive feature of educational reform and development in Guangxi Zhuang Autonomous Region. Ethnic education in Guangxi mainly refers to bilingual education for Zhuang and Chinese. The Central Committee of the Communist Party of China and the State Council issued "The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020)." The document emphasized the need to actively develop higher education in ethnic minority regions. It advocated supporting ethnic minority institutions in strengthening their academic disciplines and faculty teams, as well as enhancing the quality of education and management standards. (The Central Committee of the Communist Party of China and the State Council, 2010: 3) Guangxi promulgated "The Outline of the Medium and Long-term Education Reform and Development Plan (2010-2020)", and decided to list "strengthening bilingual education between Zhuang and Chinese" as one of the 48 key education construction projects in the region. (The Guangxi Zhuang Autonomous Region Committee of the Communist Party of China, 2010: 1) So that the work of bilingual teaching entered a new stage of development.

In 2012, Guangxi issued "The Opinions on Further Strengthening Zhuang-Chinese Bilingual Education," which proposed enhancing the Zhuang-Chinese bilingual education system. It recommended that teacher training universities pilot Zhuang language courses and allowed ethnic minority universities and other higher education institutions to offer elective courses in Zhuang language based on their own circumstances. (Guangxi Autonomous Region Education Department, 2012: 3)

In 2013, to further strengthen the management of bilingual education between Zhuang and Chinese in the entire region, Guangxi began implementing the "Bilingual Teacher Targeted Training Program." (Guangxi Autonomous Region Education Department, 2013: 1) The Education Department of Guangxi and four other departments decided to recruit 100 outstanding junior and senior high school graduates from Guangxi each year from 2014 to 2018 and implemented targeted training.

In 2016, Guangxi issued the "Zhuang-Chinese Bilingual Education Development Plan (2016-2020)," proposing that ethnic universities should offer bilingual majors and establish a bilingual education quality evaluation system. (Guangxi Autonomous Region Education Department, 2016: 5)

In 2018, The Central Committee of the Communist Party of China and the State Council issued a document entitled "Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era," which emphasized the need to strengthen the construction of bilingual teacher teams in ethnic areas, improve the quality of bilingual teaching, and promote the development of bilingual education. (The Central Committee of the Communist Party of China and the State Council, 2018: 3)

In 2021, Guangxi formulated the "14th Five Year Plan for the Development of Ethnic Education in Guangxi," which pointed out the need to accelerate the standardization construction of bilingual schools, strengthen the construction of bilingual teacher teams and teaching demonstration bases, and enhance the construction of bilingual textbooks and curriculum resources. The education department should deepen the guidance of bilingual teaching and establish a mechanism for bilingual teaching supervision, evaluation, and quality monitoring. (Guangxi Autonomous Region Education Department, 2021: 3)

Currently, there are three universities in Guangxi offering programs related to Zhuang-Chinese bilingual education: Guangxi University for Nationalities, which offers a major in the Zhuang language at the undergraduate level with a four-year program; Guangxi Normal University for Nationalities, which offers a specialized track in Primary Education (Zhuang Language) at the associate degree level with a three-year program; and Nanning Normal University, which offers a specialized track in Primary Education (Zhuang-Chinese Bilingual) at the associate degree level with a three-year program, though admissions were suspended in 2022 due to the COVID-19 pandemic.

For a long time, due to the limitations of economic and social development, Guangxi Zhuang Autonomous Region always had problems such as lagging educational concepts, shortage of education funds, low level of teachers, and lack of teaching resources in the management of bilingual teaching. (Teng, 2012: 9-10)

In the long-term practice of education management, Guangxi mainly drew on the practices and experiences of bilingual education management in other ethnic minority areas, ignored the investigation and research on the development of the Zhuang people's own language and character and the actual education in the region, lacked theoretical discussion on the common laws of language and education, and even more lacked practical experience in specific operations such as implementation mechanisms and models. (Wei, 2017: 154)

To sum up, there are still problems in the bilingual teaching management in Guangxi Zhuang Autonomous Region, such as backward educational concepts, lack of management experience, and low level of teaching staff. Based on the background and significance of the research question, this study examines the current situation and needs of bilingual teaching management in universities for ethnic minorities in Guangxi and establishes and evaluates a bilingual teaching management model. Through this study, we can gain a deeper understanding of the attitudes of relevant personnel towards bilingual teaching and bilingual teaching management. The results of this study can be directly applied to management and teaching and have a guiding role in practice. They can gain a clearer understanding of the future direction of bilingual teaching and therefore be able to take more beneficial actions when planning and making decisions. Overall, education department managers, school leaders, teachers and students, parents, and communities can all benefit from this study.

Research Objectives

1. To study the conditions of the bilingual teaching management in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China.
2. To develop the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China.
3. To evaluate the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China.

Research Methodology

The research employed a mixed method design aiming to study, develop and evaluate the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China. As follows:

1. Population and sample

The sample for the first phase consisted of 317 participants, including 270 students, 29 teachers, and 18 managers. The sample schools were Guangxi University for Nationalities, Guangxi Normal University for Nationalities, and Nanning Normal University.

The target group for the second phase was obtained through purposive sampling and included 5 managers and 3 teachers from Guangxi University for Nationalities, Guangxi Normal University for Nationalities, and Nanning Normal University, a total of 8 people.

In the third phase, the researcher invited 7 experts from Guangxi University for Nationalities, Guangxi Normal University for Nationalities and Nanning Normal University to evaluate the accuracy, propriety, feasibility, and utility of the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China. Subsequently, the same 7 experts were invited to evaluate the accuracy, propriety, feasibility, and utility of the guideline for the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China.

2. Research tools

The main research tool for the first phase was a questionnaire survey to gather information about the current situations of bilingual teaching management of universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China.

The research tools for the second phase included 1) documentary analysis, 2) the semi-structured interview guide. Based on the results of the first phase of data analysis, the top three items with the highest average scores in each module were selected as basic data of the interview. 3) the guideline for the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, People's Republic of China.

The research tool for the third phase was a five-level rating scale questionnaire.

3. Data collection

The researcher sent the letter issued by the graduate school asking for permission to collect the data. The researcher collected all data by herself.

4. Data analysis

In the first phase, Cronbach Alpha test and Item Objective Congruence index (IOC) were used to test the reliability of the questionnaire. The IOC values ranged from 0.60 to 1.00. The questionnaire data were analyzed by using mean and standard deviation.

In the second phase, the interview data were analyzed by using content analysis technique.

In the third phase, the questionnaire data and the quality of the bilingual teaching management model were analyzed using mean and standard deviation.

Conceptual Framework

The research conceptual framework of this study is shown in Figure 1.

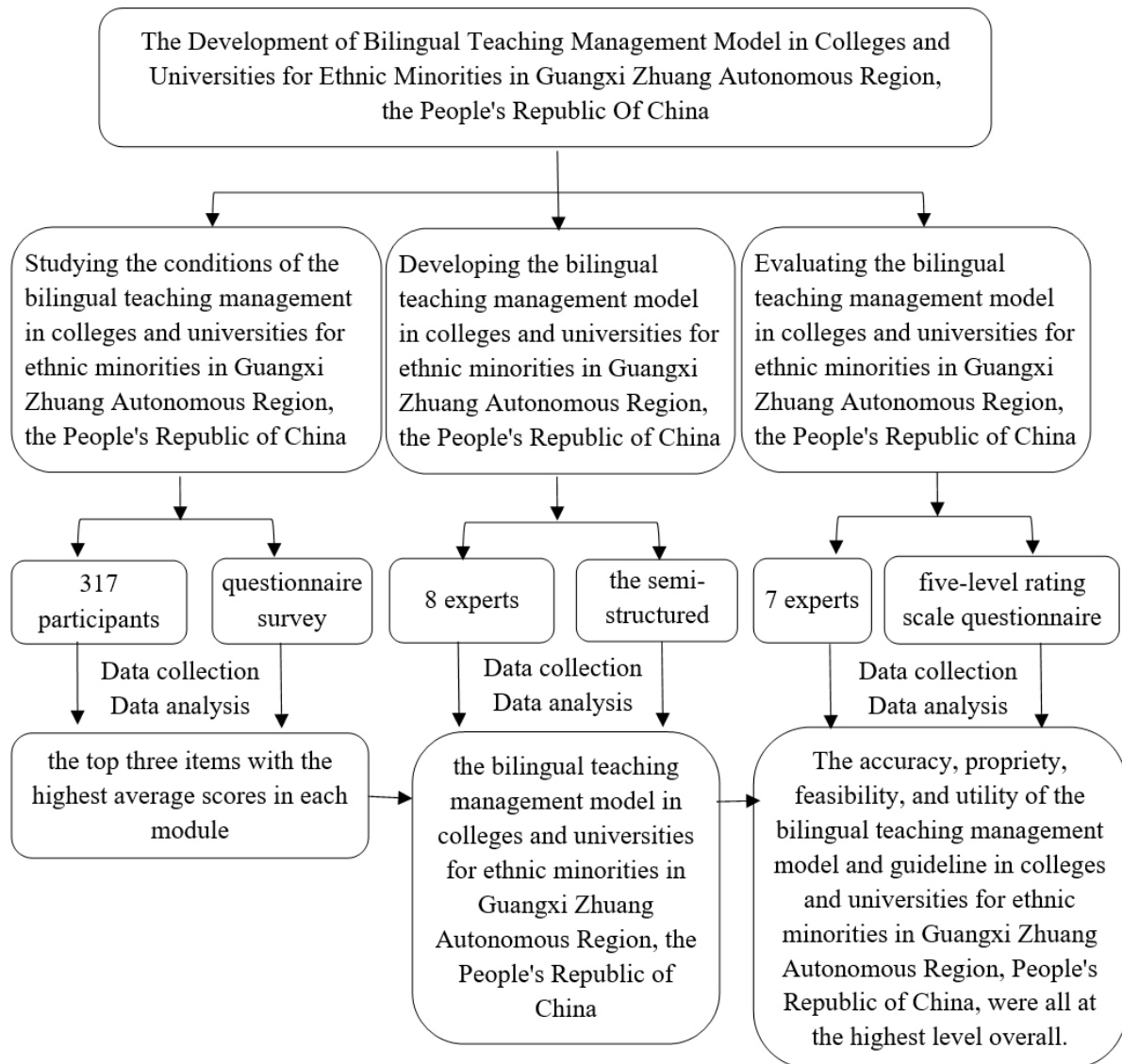


Figure 1 Conceptual Framework
(Source: Constructed by the researcher, 2024)

Research Findings

1. Studying the conditions of the bilingual teaching management in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China

According to the opinions of students, teachers and managers, the conditions of bilingual teaching management of universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China is shown in Tables 1.

Table 1 Mean, Standard Deviation, Level, and Rank of bilingual teaching management of universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China (n=317)

Bilingual Teaching Management	$\bar{X}$	S.D.	Level	Rank
1. Teacher professionalism	4.20	0.77	High	1
1.1 Teachers have professional ethics	4.44	0.64	High	1
1.2 Teachers have subject expertise	4.35	0.70	High	2
1.3 Teachers have good communication skills	4.33	0.72	High	3
2. Teaching strategies	4.06	0.80	High	3
2.1 Teachers can skillfully use multimedia equipment to teach	4.21	0.78	High	1
2.2 Teachers can carry out teaching activities according to students' learning characteristics	4.20	0.73	High	2
2.3 Teachers pay attention to interaction with students during teaching	4.14	0.81	High	3
3. Evaluation systems	4.12	0.77	High	2
3.1 The university discloses evaluation results through various channels	4.27	0.75	High	1
3.2 The university regularly carries out teaching quality evaluation work	4.23	0.73	High	2
3.3 The university has established a special department responsible for supervising and managing teaching evaluation work	4.21	0.72	High	3
4. Parent and community participation	3.87	0.85	High	4
4.1 University, parents, and communities actively build an "industry-academic-research" cooperation model	4.06	0.81	High	1
4.2 The university values the results of communication and coordination between all parties and applies the results to decision-making	3.98	0.82	High	2
4.3 The university creates an environment conducive to working with parents and communities	3.96	0.79	High	3
Total	4.06	0.81	High	

According to Table 1, the conditions of bilingual teaching management of universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China were at a high level ($\bar{X} = 4.06$). It was found that the aspect with the highest mean was teacher professionalism ($\bar{X} = 4.20$), followed by the aspect of evaluation systems ($\bar{X} = 4.12$) and teaching strategies ($\bar{X} = 4.06$), and the aspect with the lowest mean was parent and community participation ($\bar{X} = 3.87$).

In terms of teacher professionalism, the item with the highest average was that teachers had professional ethics ($\bar{X} = 4.44$), followed by that teachers had subject expertise ($\bar{X} = 4.35$) and that teachers had good communication skills ($\bar{X} = 4.33$).

In terms of teaching strategies, the item with the highest average was that teachers could skillfully use multimedia equipment to teach ($\bar{X} = 4.21$), followed by that teachers could carry out teaching activities according to students' learning characteristics ($\bar{X} = 4.20$), and that teachers paid attention to interaction with students during teaching ($\bar{X} = 4.14$).

In terms of evaluation systems, the item with the highest average was that the university disclosed evaluation results through various channels ($\bar{X} = 4.27$), followed by that the university regularly carried out teaching quality evaluation work ($\bar{X} = 4.23$), and that the university had established a special department responsible for supervising and managing teaching evaluation work ($\bar{X} = 4.21$).

In terms of parent and community participation, the item with the highest average was that the university, parents, and communities actively built an "industry-academic-research" cooperation model ($\bar{X} = 4.06$), followed by that the university valued the results of communication and coordination between all parties and applied the results to decision-making ($\bar{X} = 3.98$), and that the university created an environment conducive to working with parents and communities ($\bar{X} = 3.96$).

2. Developing the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China

Combined with the questionnaire and expert interview, there were 4 modules that reflected bilingual teaching management of universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China, namely: 1) Teacher professionalism; 2) Teaching strategies; 3) Evaluation systems; 4) Parent and community participation. The details of each module are as follows:

The first module, "Teacher professionalism," included professional ethics, professional development, and communication skills.

The second module "Teaching strategies" included teaching preparation, teaching implementation, and teaching feedback.

The third module "Evaluation systems" included establishing evaluation systems, organizing evaluation activities, and publishing evaluation results.

The fourth module "Parent and community participation" included management mechanisms, teaching reforms, and collaboration and communication.

Based on the four modules above, the researchers developed the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China (TSEP), as shown in the figure 2 below:

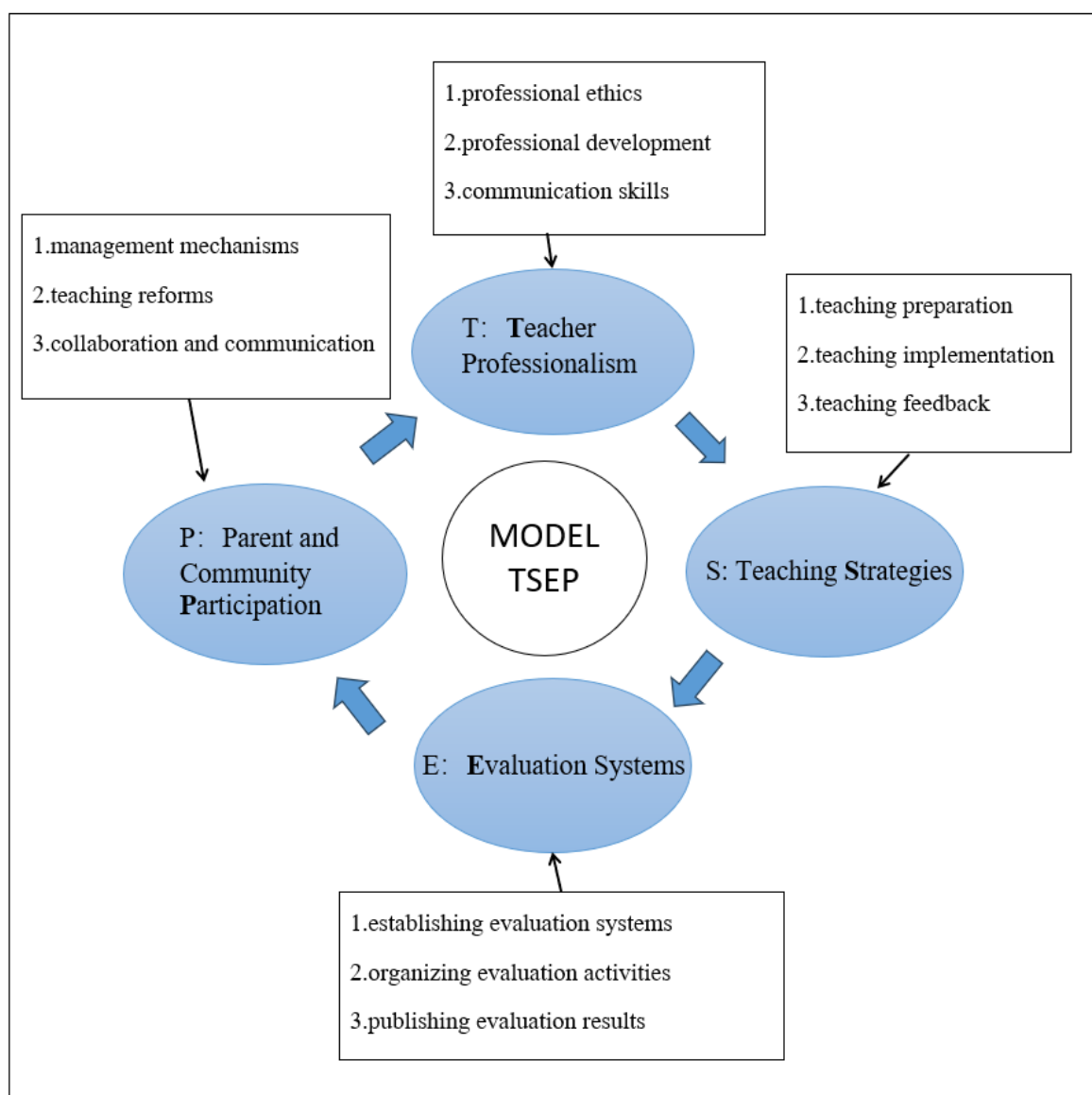


Figure 2 The bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China (TSEP)
(Source: Constructed by the researcher, 2024)

3. Evaluating the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China

The researchers invited experts to evaluate the accuracy, propriety, feasibility, and utility of the bilingual teaching management model and guideline in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, People's Republic of China. The evaluation results are shown in Table 2 and Table 3.

Table 2 Accuracy, Propriety, Feasibility, and Utility of the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, People's Republic of China (n=7)

	Model	Accuracy		Propriety		Feasibility		Utility	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1	Teacher professionalism	4.68	0.50	4.69	0.50	4.65	0.51	4.63	0.48
2	Teaching strategies	4.68	0.47	4.71	0.48	4.70	0.46	4.73	0.45
3	Evaluation systems	4.60	0.54	4.65	0.50	4.75	0.46	4.62	0.51
4	Parent and community participation	4.69	0.46	4.69	0.46	4.62	0.52	4.64	0.51
	Total	4.67	0.49	4.69	0.48	4.67	0.50	4.65	0.49

According to Table 2, overall, the accuracy, propriety, feasibility, and utility of the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, People's Republic of China, were all at the highest level. Among these, propriety scored the highest ($\bar{X} = 4.69$), followed by accuracy and feasibility ($\bar{X} = 4.67$), while utility had the lowest score ($\bar{X} = 4.65$).

In terms of individual items, the highest score in accuracy was parent and community participation ($\bar{X} = 4.69$), and the lowest score was evaluation systems ($\bar{X} = 4.60$). The highest score in propriety was teaching strategies ($\bar{X} = 4.71$), and the lowest score was evaluation systems ($\bar{X} = 4.65$). The highest score in feasibility was evaluation systems ($\bar{X} = 4.75$), and the lowest score was parent and community participation ($\bar{X} = 4.62$). The highest score in utility was teaching strategies ($\bar{X} = 4.73$), and the lowest score was evaluation systems ($\bar{X} = 4.62$).

Table 3 Accuracy, Propriety, Feasibility, and Utility of the bilingual teaching management guideline in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, People's Republic of China (n=7)

	Guideline	Accuracy		Propriety		Feasibility		Utility	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1	Preface	5.00	0.00	5.00	0.00	4.86	0.35	4.71	0.45
2	Statement	4.71	0.45	4.86	0.35	4.57	0.49	4.86	0.35
	Chapter 1 Introduction	4.71	0.45	4.86	0.35	4.67	0.47	4.71	0.45
	3.1 Background and importance of the bilingual teaching management model	4.57	0.49	4.57	0.49	4.71	0.45	4.57	0.49
	3.2 Research Objectives	4.86	0.35	5.00	0.00	4.71	0.45	4.86	0.35
	3.3 Expected benefits	4.71	0.45	5.00	0.00	4.57	0.49	4.71	0.45
	Chapter 2 The bilingual teaching management model and guideline in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, People's Republic of China	4.71	0.45	4.73	0.45	4.71	0.46	4.69	0.46

4.1 Teacher professionalism	4.74	0.44	4.75	0.43	4.73	0.44	4.71	0.46
4.2 Teaching strategies	4.67	0.47	4.75	0.43	4.74	0.44	4.70	0.46
4.3 Evaluation systems	4.73	0.45	4.68	0.47	4.69	0.49	4.69	0.46
4.4 Parent and community participation	4.71	0.45	4.72	0.45	4.68	0.47	4.67	0.47
Total	4.75	0.40	4.81	0.29	4.70	0.45	4.72	0.44

According to Table 3, overall, the accuracy, propriety, feasibility, and utility of the bilingual teaching management guideline in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, People's Republic of China, were all at the highest level. Among these, propriety scored the highest ($\bar{X} = 4.81$), followed by accuracy ($\bar{X} = 4.75$) and utility ($\bar{X} = 4.72$), with feasibility scoring the lowest ($\bar{X} = 4.70$).

In terms of individual items, the highest score for accuracy was the preface ($\bar{X} = 5.00$), with all other items scoring the same ($\bar{X} = 4.71$). For propriety, the highest score was also the preface ($\bar{X} = 5.00$), and the lowest score was in Chapter 2 ($\bar{X} = 4.73$). For feasibility, the preface scored the highest ($\bar{X} = 4.86$), and the lowest score was in the statement ($\bar{X} = 4.57$). In terms of utility, the statement scored the highest ($\bar{X} = 4.86$), while the lowest score was in Chapter 2 ($\bar{X} = 4.69$).

In summary, the experts gave high evaluations to each aspect of the bilingual teaching management model and guideline in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, People's Republic of China. The model and guideline have relatively high application value and are worth promoting. To some extent, they can provide a reference for bilingual teaching management in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, People's Republic of China.

Discussion

1. The conditions of the bilingual teaching management in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China

The overall status of bilingual teaching management in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China was at a relatively high level. Looking at each item individually, teacher professionalism scored the highest, followed by evaluation systems, teaching strategies, and, lastly, parent and community participation.

The researchers believe that the overall status of the bilingual teaching management in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China, is at a relatively high level. This may be related to the multiple bilingual education policies issued by the Guangxi government. Through data collection, the researchers found that in the past decade, Guangxi has introduced a series of policy documents, including "The Zhuang- Chinese Bilingual Education Development Plan (2016-2020) " (Guangxi Autonomous Region Education Department, 2016), "The Regulations on Promoting Ethnic Education in Guangxi Zhuang Autonomous Region" (Standing Committee of the People's Congress of Guangxi Zhuang Autonomous Region, 2018), and "The Notice on Issuing the 14th Five-Year Plan for the Development of Education in Guangxi" (People's Government of Guangxi Zhuang Autonomous Region, 2021). These policies have provided strong support for the development of bilingual teaching in Guangxi. This view is consistent with that of Yang et al. (2017: 146-151), who pointed out that since 2010, Guangxi has introduced a series of policy

documents tailored to local conditions, which have further improved the Zhuang-Chinese bilingual education policy system and resulted in significant achievements in bilingual education reform.

Teacher professionalism scored the highest, which may be attributed to the multi-level training programs implemented by the government and universities. These programs include training in ethics, teaching skills, language, and professional knowledge, which help teachers conduct bilingual education more effectively. This view aligns with that of Wei (2017: 60), who noted that training was a crucial pathway for improving teachers' professional abilities, and training programs were an important platform for teachers' professional growth.

2. Developing the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China

Based on the results of questionnaire surveys and expert interviews, the researchers developed the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China (TSEP). This model included four main components: 1) Teacher professionalism, 2) Teaching strategies, 3) Evaluation systems, and 4) Parent and community participation.

Although universities for ethnic minorities in Guangxi have rich practical experience and a profound cultural foundation in the field of bilingual education, they have not developed a systematic bilingual teaching management model over the years. Therefore, the proposed bilingual teaching management model is based on comprehensive considerations of talent cultivation, management approaches, and resource allocation, aimed at improving the level of bilingual teaching management. This view is consistent with that of Zhang (2007: 151-152), who pointed out that a multi-level bilingual teaching management model in universities can help administrators grasp the essence of bilingual education at a macro level, implement scientific teaching management mechanisms at a meso level, and guide teachers' teaching practices at a micro level, thus strengthening bilingual teaching management in universities and improving the quality of bilingual education.

3. Evaluating the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China

The accuracy, propriety, feasibility, and utility of the bilingual teaching management model and guideline in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, People's Republic of China, were all at the highest level overall.

From the perspective of teacher professionalism, professional competence helps teachers effectively integrate language knowledge and subject knowledge, allowing them to better and more deeply understand the goals and requirements of bilingual education, thus enabling them to develop more scientific teaching plans. This aligns with the view of Su et al. (2022: 171-175), who pointed out that the key to strengthening bilingual education lies in the development of the teaching workforce. A well-trained team of bilingual teachers is needed to guide the direction of bilingual education.

From the perspective of teaching strategies, teaching strategies can optimize the bilingual teaching management process. Teachers can ensure the orderly conduct of bilingual teaching by setting clear teaching objectives, selecting appropriate teaching methods, and organizing the teaching schedule effectively. This aligns with the view of Teng (2012: 7-11), who pointed out that to achieve a true transformation in the goals of Zhuang-Chinese bilingual education, it is necessary to re-examine the teaching content of bilingual education and make the necessary updates and adjustments.

From the perspective of evaluation systems, the evaluation system can reflect the status and development trends of bilingual teaching management by collecting feedback from multiple sources, thus promoting bilingual teaching reform and innovation and enhancing the scientific and effective nature of bilingual teaching management. This aligns with the view of Liao and Liao (2018: 126-128), who pointed out that teaching quality evaluation plays a role in promoting teaching through evaluation. Constructing a bilingual teaching evaluation system is an important measure to ensure the quality of bilingual teaching. By monitoring the bilingual teaching process, it can ensure the achievement of bilingual teaching goals and promote bilingual teaching management and bilingual teaching reform.

From the perspective of parent and community participation, active involvement from parents and the community not only helps improve the quality of bilingual teaching but also promotes the overall development of children. Through school-family cooperation and community support, a more open, inclusive, and diverse learning environment can be created for children, stimulating their learning potential and creativity. At the same time, this participation also helps promote the popularization and development of bilingual teaching, raising the bilingual proficiency of the entire society. This aligns with the view of Quan (2021: 55), who pointed out that a positive and healthy school-family cooperation relationship can play a crucial role in promoting bilingual teaching management.

Recommendations

1. Implementation recommendations

Track the implementation effects of the model and continuously improve and deepen the guideline. Establish a systematic tracking mechanism to conduct long-term monitoring of the implementation effects of the bilingual teaching management model in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China. Identify the shortcomings and influencing factors of the model in practical application, make timely adjustments and optimizations to the model, and ensure the continuous improvement of bilingual teaching quality.

2. Recommendations for further research

Continue to monitor the development trends and influencing factors of bilingual teaching management in universities for ethnic minorities in Guangxi Zhuang Autonomous Region, the People's Republic of China. In future developments, the emergence of new theories, policies, technologies, and ideas may impact bilingual teaching management. It is recommended to regularly conduct literature reviews to stay updated on the latest research findings and development trends in bilingual teaching management both domestically and internationally. Additionally, engaging in academic conferences, seminars, and professional training can provide opportunities to exchange ideas with other researchers and educators, understand industry trends and academic frontiers, and maintain sensitivity to the research on bilingual teaching management.

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