

Effects of cooperation Between Chinese and Foreign teachers

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Abstract:

This study set standard for evaluation by means of the concept of effective teaching, and discuss the effectiveness of English teaching of the Cooperation between Chinese and Foreign Teachers. This study designs questionnaire and interview questions on the basis of the above macro standard, and choose a representative school to make questionnaires and do interviews. Then analyze the statistical findings of English teaching in junior high school under Cooperation between Chinese and Foreign Teachers. Results show that combining the effective teaching and CCFT aimed at integration of Chinese teachers and foreign teachers with teaching courses totally in English, which not only provide with comprehensible input and reduce students ' English learning threshold, but also create authentic language environment and enhance students ' interest and confidence, reduce their anxiety.

Key words: CCFT, parallel-teaching model, alternative teaching

1. Introduction:

CCFT, short for Cooperation between Chinese and Foreign Teachers, which also be called Co-teaching. It refers to one or more Chinese teachers and one or more foreign teachers work completed in cooperation, which includes prepare a lesson together, take classes together, collaborate on student evaluation and assessment. The most common CCFT is parallel teaching model that Chinese teacher is responsible for reading, writing and translation involved in course, and foreign teacher is responsible for listening and speaking describing the cultural background Relevant to the content. CCFT can make up for weakness of the other by own advantages It hold English is a applicable tool which focus on improving students ' communicative competence and cultivate students ' ability of oral expression and listening, conducing to solve the problem of low efficiency of English teaching. Finally it can improve the quality of teaching and achieve the purpose. It Also promote cross-cultural communication, and include communication between teachers and students, developing interest and confidence in learning English and their independent learning skills; It also include interaction between Chinese teachers and foreign teachers, and use the experience of each other's teaching philosophy, teaching methods, teachers make use of their advantages and make up for each other and jointly improve teaching level.

The classroom teaching method of cooperation between Chinese and foreign teachers is according to following principles and steps: (1) before class: Chinese teachers communicate deeply with foreign teachers. They divide teaching content, and negotiate cooperation part and plan class together; (2) in class, Chinese teachers first teach language points and grammar structure of this class, then foreign teachers teach vocabulary, and phonetic, text reading, short dialogue, and situation dialogue. Both Chinese teachers and foreign teachers should pay attention to the mutual of transition and convergence, ensuring teaching process smoothly; (3) in the process of teaching, teachers timely explain the wrong pronunciation and grammar. After finishing the main content, foreign teachers can introduce related of culture, history, as well as social problem, simulating small scene with related sentence and vocabulary. This circus lead by foreign teachers and China teachers is assistants, which makes class alive; (4) after class, foreign teachers are suppose to interact with students. They can have occasional lectures and introduce film of English version, English novels, and other cultural forms to students, which is conducive to student' perspective and cultural taste.

2. Literature review

Guoerping (2002) make practice in one Finance College on Chinese and foreign teachers ' oral English classroom teaching on the theoretical framework of action research. They assess the cooperation though academic tests, proficiency tests, discussion, interviews questionnaires, and other methods. Data collected from the students and teachers have shown positive conclusions, particularly in spoken English, which can improve students' communication skills.

HeCaifang (2003) tried to have English situational teaching across boarder by exchanging letters between Chinese students in first grade junior middle school and United States of 8 ~ 10 year old. Chinese and American teachers teach students daily English, reading, writing by guiding, and check out dictionaries and reference books. It can overcome obstacles of learning English and enjoy the happiness of learning English. The effective combination of close and distant situational motivation accelerate students learning and

encourage them communicate effectively in English continually.

Zhou Yuzhong, Wang Hui, Yi-wen Wang (2004) analyzed the divergence of Chinese and foreign teachers foreign language teaching under the N. Provincial social science of China funded, which show that there are lots of divisions and differences between Chinese and foreign teachers in foreign language teaching that should not be ignored. We are supposed to understand, analyze, and resolve these differences so as to play a role of Chinese and foreign teachers.

Bai Hua, mouyiwu, Lydianne Loreda (2009) analyzed the effectiveness of Cooperation between Chinese and Foreign Teachers under g. Provincial teaching reform project funded .It showed that cooperation between Chinese and Foreign Teachers improve students ' listening and speaking ability, motivation, confidence , and change the attitude of teachers and improve their teaching ability.

3. Research method

3.1 Research questions

Three research questions will be discussed in this essay. First, compared with the traditional mode of teaching, can cooperation between Chinese and Foreign Teachers improve students' English language proficiency? Second, compared with the traditional mode of teaching, what are the advantages of cooperation between Chinese and Foreign Teachers? Third, what are the differences of different cooperation teaching model?

3.2 Research subjects

The teaching experiments took place in a in Nanchong city. We had chosen 300 students of senior high school students in a middle school, a total of 8 classes. (A total of 150 people of 4 experimental classes and a total of 150 people of 4 control classes). All students had studied English for at least 5 years. Their mother tongue is Chinese, aging between 15 to 18 years old. 4 experimental classes and 4 control classes from the arts and Sciences in order to ensure consistency of students ' English levels.

In addition, the material of the experimental group and the control group is the same, so as to teaching requirements and plan instruction. The school offers the same multimedia teaching facilities, thus this study have the experimental conditions. 4 experimental classes teach by two United States and Canada teachers paired with two teaching Chinese English teacher. Each pair is responsible for teaching two classes. 4 control classes take class with the traditional teaching mode in class taught by 4 Chinese English teachers.

4. Analysis and analysis and results

The experimental results show that the effect of cooperation between China teachers and foreign teachers is superior to the traditional teaching mode in term of improving students' language ability. Input Hypothesis and the Affective filter hypothesis of Krashen can explain this result.

The author believes that cooperation between China teachers and foreign teachers is conducive for students to accept more comprehensible input. Firstly, while foreign language teachers have language advantages, but mostly they don't understand the characteristics of Chinese students and curriculum requirements, or can not provide with reasonable comprehensible input for students because of their poor

Chinese. While, cooperation between China teachers and foreign teachers allows students immersed in a pure English environment on one hand, and through the interface of Chinese teachers, it helps foreign teachers to understand the needs of students and give students more comprehensible input. Secondly, foreign teachers can give students a fresh, so as to enhance students' motivation of learning. But it will make them suffer anxiety because of the language barrier and reduce students' confidence in learning a foreign language. But if there is with the help of Chinese teachers and the appropriate interventions of Chinese teachers, it reduce students anxiety caused by lack of understanding which can let students' emotional factors play a more active role.

Meanwhile, this study also shows effects on different cooperative teaching mode is not the same. Alternating teaching is significantly better than parallel teaching. This may be associated with the experimental content of this study: total time of Chinese and foreign teachers involved in parallel teaching and alternating is close. But alternating teaching spread throughout four weeks in reading and writing courses and Chinese teachers explain the text. Parallel teaching spread only spread two weeks in reading and writing class. Although there are discussions and background information associated with text explanations, but it focus on training of listening and speaking. What is more, the teaching time of Chinese teachers is isolated, which may has bad influence on the cultivation of students' reading and writing skills.

Furthermore, even if the foreign teachers improve students' ability of listening and speaking, but the training content of listening tasks are mostly close to the life which is different from scope and requirements of listening, which explains cooperation between China teachers and foreign teachers does not significantly improve the results of students listening ability. The grade of reading, writing, and the total score in experimental class is significantly better than the control class, which may be related to students' different characteristics from different class. Some particular aspects of language proficiency are better. The differences may caused by students' autonomous learning ability of and autonomous learning interest. However, cooperation between China teachers and foreign teachers is also likely to enhance students' study interest in English and self-confidence, so as to improve the students' autonomous learning ability, which generates significant differences. Of course, it requires further research and demonstration.

5. Comparisons with related study results

Zhu Fengyun had analyzed the necessity and importance of cooperation between China teachers and foreign teachers with different culture knowledge and culture understanding. Wangdianjian analyze learning effect of English students of normal colleges under CCFT. It also has related empirical research with college non-English majors, but research object are high of language level; Subject of this study is the relatively low level of students of high school, so it is more targeted and popularized. In addition, previous studies have focused on the effect of whole language levels under cooperation between Chinese and English teachers, but this study focus on the effects on specific language skills and it only discusses the effect on spoken English. In addition, there's no comparison on the different modes of cooperation of Chinese and foreign teachers, this study compared different effects the parallel teaching and alternating teaching, which proved the advantage of alternating teaching.

6. Conclusion

This experiment proves that cooperation between Chinese and English teachers is better than the traditional mode in terms of improving students' language ability, and alternative teaching is better than parallel teaching. This experiment also has shortcomings. The advantage of listening and speaking under cooperation between Chinese and English teachers does not reflected in the results. More research should evaluate objectively effectiveness of students' language proficiency under cooperation between Chinese and foreign teachers teaching on the basis of students' ability of listening and speaking. Second, we can study the influence of non-verbal abilities by cooperation between Chinese and English teachers, such as interest, autonomous learning ability and learning strategies. Meanwhile, we can make contrast experiments in classes where it has significantly differences in teaching and students' English proficiency. In addition, several other cooperation teaching model, such as effect of small group teaching, one teach and one observe, or visiting teaching is meaningful research topic. Cooperation between Chinese and English teachers is so complicated that its application needs the cooperation and joint endeavor of teachers, school administrators, and students. In virtue of the fact that the study was carried out in a small scale and in a simplistic way, the results are inconclusive, and a number of related issues on team teaching still remain for further studies.

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