

Analysis of the Present Situation of College English Teaching in Sino-foreign Cooperative Education

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Abstract—Sino-foreign cooperative education has developed rapidly in recent years and English teaching plays an irreplaceable role in the entire cooperation project. This paper describes the teaching and learning models of college English in Sino-foreign cooperative education, analyzes the present common problems, and proposes several targeted countermeasures. It aims to explore a more effective model of English teaching in cooperative education.

Keywords—Sino-foreign cooperative education; college English teaching; countermeasures

I. INTRODUCTION

Along with the gradual advancement of globalization and the continuous strengthening of international scientific and technological exchanges, China's Sino-foreign cooperative education projects in the field of higher education have achieved rapid development.

The introduction of foreign high-quality educational resources, advanced educational concepts, core curriculum systems and teaching models is of strategic importance for cultivating international talents with a global perspective and improving the international competitiveness of China's education. At the same time, however, it also puts higher requirements on the integration of Chinese and foreign educational resources and the compatibility of the two educational models.

II. ANALYSIS OF THE PRESENT MODELS OF SINO-FOREIGN COOPERATIVE EDUCATION

Currently, the most commonly used Sino-foreign cooperative education models are as follows:

A. "2+2" Model

The "2+2" model divides students' learning into two stages, that is, students who participate in the program study in domestic institutions for the first 2 years, complete the prescribed courses and get the credits. Then students go to foreign partner university to study related courses in the next 2 years. After completing the study on time and earning the corresponding course credits, they can obtain both the undergraduate diploma of the domestic institution and the diploma of the foreign university.

B. "3+1+1" Model

This model divides students' learning into three stages. Students who participate in the program study in domestic colleges for the first 3 years, and then go to foreign cooperative universities for one year. After completing the one year of study, students can have the chance to continue to apply for a master's degree in the foreign cooperative university.

C. Summer Camp Project

The "Summer Camp" model takes the student's study time as a holiday, that is, the students participating in the project study English language and professional courses at foreign partner universities during the normal summer holidays. It can help students experience foreign educational resources and understand the mode of foreign universities, which can further cultivate students' intercultural communication ability.

D. Exchange Student Project

This type of project usually lasts from one semester to one academic year. By participating in the International Exchange Program, students have established mutual recognition of credits between domestic and foreign universities, laying a solid foundation for further learning.

III. PROBLEMS OF CURRENT ENGLISH TEACHING IN SINO-FOREIGN COOPERATIVE EDUCATION

The goal of Sino-foreign cooperative education is to cultivate applied talents with international vision and intercultural communication skills. In order to master the international lingua franca, mastering English should be the most basic requirement. Students need to adapt to foreign original professional textbooks, small classes in English (or bilingual) context and foreign teachers' classes. In addition, various models have a period of 1 to 2 years of study abroad. Students must meet the IELTS or TOEFL score requirements in the first or second year to be eligible to apply abroad. From this point of view, English teaching plays a vital role in Sino-foreign cooperative education. The quality and quality of English teaching is directly related to the success or failure of cooperative education.

However, there are still some problems in English teaching in Sino-foreign cooperative education. The emergence of these problems will directly affect the quality of cooperative education, which should be highly valued and resolved in a timely manner.

A. Teaching Object

The tuition fee for cooperative education projects is generally high, and the number of students with higher scores in the college entrance examination is small. The English foundation of these students is generally not solid, mainly because their basic language knowledge reserves are too small, and the language communication skills are poor. However, the requirements of students' English ability in cooperative education projects are relatively demanding. So how to help students to lay a good foundation in English language to adapt to the high requirements of English language ability is worthy of serious study by English teachers.

B. Differences in Teaching Methods Between Chinese and Foreign Teachers

It is not yet possible to let the foreign teachers undertake all the teaching tasks in the cooperative education project. Therefore, a considerable part of the English course is mainly undertaken by the Chinese English teachers. The foreign teachers mainly undertake courses such as oral English and English writing.

Due to the great differences between domestic and foreign educational concepts and curriculum systems, teachers' teaching methods vary greatly. For example, foreigners emphasize the interaction between teachers and students and students in the classroom, encouraging students to ask questions and actively participate in discussions. Students are not allowed to passively listen; while Chinese teachers are accustomed to traditional teaching methods based on knowledge teaching, and do not pay much attention to direct two-way communication and thought collision between teachers and students in the classroom. Therefore, it is generally reflected that the foreign teachers have an active classroom atmosphere, but the classroom knowledge capacity is too small to learn anything. However, although the Chinese teachers have large classroom knowledge, the teaching methods are rigid, and the classroom atmosphere is dull. So the students' enthusiasm for learning cannot be mobilized. How to realize the fusion of the two teaching concepts and teaching methods is another challenge for cooperative education.

C. The Curriculum Design and Selection of Teaching Materials

Since most of the current Chinese-foreign cooperative education projects are still in the initial stage of exploration, it is inevitable that there will be unsatisfactory arrangements in the curriculum. Many curriculums focus too much on the cultivation of basic knowledge and abilities of the language, and lacks English training for specific majors and intercultural communication skills.

In terms of the selection of teaching materials, "New Horizon College English" and "21st Century College English" are chosen by many colleges and universities. These textbooks are comprehensive in content, large in information, moderate in difficulty, and conducive to improving general English level. However, the vocabulary of these textbooks is not practical and targeted, and the content is outdated and out of real life. It is not only unable to integrate with foreign knowledge, but also cannot meet the individual needs of students. Thereby it may lay a big hidden obstacle to the further bilingual teaching and learning of professional courses.

D. The Large Class Size and Uneven Exercise Opportunities for Students

As the ordinary college English course, a lot of English teaching under the Sino-foreign cooperative education projects is generally carried out in the natural class. That is, regardless of the student's learning foundation, all adopt a unified teaching method and teach same content. As a result, it is difficult for teachers to take care of all students in class, students' opportunities for exercise will be uneven. Practice has proved that students with higher English proficiency are more willing to show themselves in the classroom and are more likely to be concerned by teachers. Students with relatively poor English proficiency are not confident, afraid of making mistakes or being teased, and unwilling to express their opinions. As a result, it will lead to a growing gap in the English level of students within a class.

IV. STRATEGIES FOR IMPROVING COLLEGE ENGLISH TEACHING IN SINO-FOREIGN COOPERATIVE EDUCATION

In response to the current problems in the development of Sino-foreign cooperative education, the following strategies are proposed.

A. Improving the Quality and Optimizing the Structure of Students

How to improve the quality of students has always been the primary issue of cooperative education projects. On one hand, the admission criteria for students in the project must be improved. On the other hand, for students who have already participated in the project, intensive English training to further improve the quality of students needs to be ensured.

B. Controlling and Improving the Overall Quality of Teachers

Teachers play a vital role in education. Without a quality team of teachers, even if advanced foreign education resources are introduced, the quality of education cannot be guaranteed. Therefore, a professional faculty with an international vision must be established. On the one hand, to strengthen on-the-job training for existing teachers, it is possible to select professional teachers to study in foreign countries in batches; on the other hand, colleges can introduce a group of overseas returnees and foreign experts who have solid professional knowledge and are good at English teaching. In addition, cooperative foreign

universities should regularly send related instructors to domestic colleges for teaching training in order to improve the overall professional quality of teachers.

Moreover, in the introduction of foreign teachers, domestic colleges should be in strict accordance with the provisions of the State Administration of Foreign Experts Affairs. All foreign teachers should play their due roles in situational teaching, new educational concepts and intercultural communication.

C. Implementing Small Class Teaching Model

To truly improve college English teaching in Sino-foreign cooperative education projects, flexible and small class teaching system must be implemented. The English level of students in the Sino-foreign cooperative education program is uneven. If the traditional college English teaching method is adopted, regardless of the level of English proficiency, the students of the same major will have the same English classes. It not only violates the law of language teaching, but also dampens the enthusiasm of students to learn English, which also makes English teaching time-consuming and inefficient. Therefore, it is necessary to conduct university English stratification and small class teaching in the Sino-foreign cooperative education classes.

The so-called stratification and small class teaching refers to the formation of a class of 20-30 people based on the students' existing learning ability and academic achievement. Classes with different levels are taught by using different teaching methods and means, based on the principle of teaching students according to their aptitude.

The small class teaching system can provide more opportunities for students at different levels to participate in various language learning activities, such as discussion, speech, debate, etc. It creates favorable conditions for teachers to effectively implement classroom teaching, and enhances the effectiveness and pertinence of college English teaching.

D. Strengthening Cooperation and Mutual Learning Between Chinese Teachers and Foreign Teachers

In order to make up for the weaknesses of the local teachers and foreign teachers, they can prepare lessons together and observe each other. Chinese English teachers are encouraged to break the traditional shackles in the way of teaching, and activate the classroom atmosphere. Meanwhile, pre-employment training for foreign teachers ensures that they have a deep understanding of Chinese culture and the characteristics of students, helping them have a suitable target in teaching.

In addition, Chinese and foreign teachers should strengthen cooperation and cultivate intercultural communication skills. Intercultural communication refers to what happens when people of different cultural backgrounds come together to share ideas, feelings and information. Only by adjusting the communication methods in time according to different occasions, different cultures, and different communicative objects, can the complete performance in the

process of communication be achieved. The ultimate goal of foreign language teaching is the intercultural communication ability of students. Foreign language teaching is not only language teaching, but also cultural teaching. Therefore, teachers must teach both language and culture teaching in language teaching.

However, some Chinese teachers do not have the experience of studying abroad. The understanding of English-speaking culture is far less than that of native English teachers. Chinese teachers should strengthen communication and cooperation with foreign teachers, and effectively integrate the culture of English-speaking countries into teaching. This will fully cultivate students' full understanding of the cultural background and social norms of some non-verbal forms in countries such as the United Kingdom and the United States, and thus improve their intercultural communication skills.

E. Establishing a Simulated Language Environment for English Learning

An important reason for the low ability to use English is that learners are not able to learn and use English from context. Therefore, creating a good language learning and application environment is an effective way to cultivate students' ability to use language. It is obvious that English-language audio-visual conditions need to be provided for Sino-foreign cooperative students to facilitate their viewing of original English videos and movies. The project students are required to actively participate in the academic lectures and seminars of foreign experts. At the same time, students are demanded to listen to English broadcasts, watch English TV programs, and read high quality English newspapers and magazines.

Besides, extracurricular activities can be organized and carried out to fully utilize students' spare time. Such as English speech contest, English reading contest, English-Chinese translation contest, English vocabulary contest, English Film dubbing competition, English drama competition, etc. These activities create a good atmosphere for English learning and cultural exchange, which gives students the opportunity to communicate with others using the language knowledge they have learned.

F. Adopting Testing and Evaluation System Based on English Pragmatic Competence

The implementation of test and assessment tests based on English pragmatic competence has an important guiding role in teaching. Traditional teaching can't get rid of the shackles of passing rate and progression rate, which makes teachers over-emphasize the teaching of English knowledge and neglects the cultivation of comprehensive language skills.

In the cooperative education, the IELTS focusing on assessing English application ability is used as a means of assessing students, and the proportion of subjective questions is increased to 50% of the amount of questions. After the trial, it has received very good results. For instance, the addition of examination items has mobilized the importance of teachers and students on oral training to a certain extent.

In teaching, English teachers began to introduce oral teaching content to the classroom in a targeted manner, and combined with listening and reading training as much as possible. Students are more consciously attaching importance to the development of communicative competence and actively participate in various language activities within and outside the classroom.

V. CONCLUSION

Compared with ordinary undergraduate students, the advantages of students in cooperative education projects are quite obvious. After intensive English teaching and study abroad, the English level of students is much higher than that of similar majors and even English majors in colleges. At the same time, in terms of professionalism, they are learning internationally advanced and systematic knowledge, which makes them have more vision and ability than ordinary undergraduates in innovation and scientific research. Therefore, they are more favored by domestic and foreign companies. And as a cooperative education student has the experience of studying abroad, the chances of applying for a master's degree in a foreign university are greatly improved.

The teaching methods in Sino-foreign cooperation are still to be systematic. There is still a gap between the existing theoretical achievements and the teaching practice. Multimedia, especially network technology, has not been applied well to English teaching and counseling for students' self-directed learning. The advanced teaching concepts and teaching methods of foreign universities should be learned, and the effective teaching experience and methods accumulated in the domestic college English teaching need to be summarized. Meanwhile, it is necessary to sum up the experience of English teaching in Chinese-foreign cooperative education in a timely manner, exploring distinctive English teaching and creatively solving problems in teaching practice.

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