

A Study on the Cooperation between Chinese and International Teachers in the Elite Program Classes

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ABSTRACT. *The internationalization language of China's foreign language education gives impetus to the cooperation between Chinese and International teachers. The present research explores the teaching team and model in the college English classes, focusing on how to maximize the resources of the international cooperation, improve the international co-teaching, and build the international team. Based on the teaching and data collected, this article demonstrates the teaching team of Chinese and international teachers have attributed to the improvement of the students' English language proficiency and language literacy.*

KEYWORDS: *college English, classroom environment, Chinese and foreign teachers, teamwork*

1. The Introduction

The teaching model of teacher teamwork refers to different teachers form common value pursuit under the guidance of common goals and form teams in different ways to complete common teaching tasks (Mira1998). Every teacher who participates in teaching cooperation should have a firm belief in teaching (Booyesen & Grosser2014). Each teacher is an important part of the team, following the principle of scientific cooperation, cooperating with each other, coordinating with each other, respecting each other, and solving problems in cooperation together.

With the progress of internationalization of foreign language education in China, the mode of cooperative teaching by Chinese and foreign teachers has been tried and practiced more and more. In 2007, the ministry of education further emphasized the importance of bilingual teaching in the opinions on further deepening the reform of undergraduate education and comprehensively improving the quality of teaching (hereinafter referred to as "ideas"). "Opinions" points out that qualified institutions of higher learning should actively invite foreign scholars and experts to engage in cooperative teaching of professional courses in China. In foreign language teaching, teachers from home and abroad should cooperate in lesson preparation and teaching,

so as to achieve better teaching effect and improve students' comprehensive foreign language application ability and humanistic quality. The construction of cooperative teaching teams between Chinese and foreign teachers focuses more on actively promoting the improvement of each other's teaching skills and also checking each other's mistakes and shortcomings in teaching.

In recent years, domestic and foreign scholars have actively explored the feasibility of teaching cooperation between Chinese and foreign teachers from the perspectives of classroom environment theory and experiential teaching theory. For example, classroom environment theory explores how to build efficient and high-quality classrooms to help students master knowledge and improve their foreign language learning ability to the maximum extent. Although the research in related fields is deepening, how to optimize the cooperative teaching between Chinese and foreign teachers, strengthen the construction of teachers and team interaction and other issues still need to be further studied. Taking the college English teaching of a pilot class of a national key comprehensive university directly under the administration of the ministry of education as an example, this paper analyzes the college English teaching teachers and teaching modes of the pilot class, and puts forward some problems, such as how to reasonably utilize the cooperative resources of Chinese and foreign teachers, carry out cooperative teaching and build cooperative teams. By students in the Chinese and foreign teachers cooperation teaching mode before and after the growth of the foreign language comprehensive ability cultivated manners and humanities cultivated manners comparison and analysis of data, as well as for the teachers and students to carry out the follow-up interview, probes into the construction based on college English classroom environment quality of the Chinese and foreign teachers team cooperation mode, so as to provide empirical reference for the research of this field, for the sustainable development of the Chinese and foreign teachers team to provide the reference.

2. Research review at home and abroad

2.1 Research status abroad

In 1860, the concept of cooperative learning group was introduced to the United States from the United Kingdom. It was highly praised and widely applied by American educator Dewey and others, and finally in the early 1970s, a modern upsurge of cooperative learning research arose in the United States (Wang tan 1994). Since then, there have been two waves of collaborative teaching research. The first was in the 20th century "Team Teaching" in the 1950s. In the course reform movement of the United States, collaborative teaching just solved the problem of teacher shortage. Its main advocates include Mr Coppel, Mr Anderson and Mr Trump. The most typical feature of this kind of teaching is that two to five teachers teach all subjects of 50 to 150 students. Some of these teachers work with small groups, some with large groups, and some teach one-on-one, respectively assume different teaching roles. However, due to the lack of practical and theoretical basis for the implementation of group teaching at that time, the reform was ultimately

unsuccessful (Slavin1995).At the end of 1980s, the idea of integration and cooperation prevailed, and then the development of "inclusive education", the education circle rekindled its enthusiasm for collaborative teaching, and set off the research upsurge of the second round of collaborative teaching.The research focuses on interdisciplinary curriculum integration Us (Interdisciplinary Curriculum) and two fields: the inclusive classroom, curriculum integration between subject emphasize teachers' cooperative teaching of different subjects, and "inclusive classroom" special-education children's participation, make special-education teachers and strengthened the cooperation between into practice.How to carry out teaching activities in inclusive classroom? Bowens and Hukard proposed the cooperative award Class (CooperativeTeaching) (Dettori & Millis2002) ideas, and provides a number of specific cooperation teaching implementation plan, illustrates the cooperation teaching should pay attention to the problems and solving strategies, such as administrative support, cooperation program, evaluation standard, interpersonal skills, how to stay negative impact, and so on.Collaborative teaching requires two or more teachers with the responsibility of teaching and handling the classroom affairs together, the remarkable characteristic is the mutual support and help between teachers in the classroom.With the development of cooperative teaching, some scholars gradually noticed the problems encountered in the practice of cooperative teaching, such as the negative attitude of teachers towards cooperation and the unequal status of cooperative teachers (Han qin 2008).

2.2 Domestic research status

Domestic Chinese and foreign teachers in college English teaching cooperation research mainly revolves around the comparison of the teaching process, such as the teaching of English writing, oral English teaching, the influence of cultural differences on English teaching research: (1) the teaching and learning of English writing in our country the researchers discussed the result of the differences between Chinese and foreign teachers writing score, as well as influencing the differences in cultural background and writing standards problems (ruby jade-like stone, 2011).(2) in terms of oral English teaching, there is no doubt that the establishment of cooperative teams between Chinese and foreign teachers plays an important role in improving the level of oral English teaching in college.The native spoken English and flexible teaching methods of foreign teachers have become the advantages of teaching, but the systematic teaching content and the suitability of our country's education situation are worrying.Chinese teachers have a deeper understanding of the current situation of local education and can better grasp the teaching syllabus, teaching purpose and teaching plan design.Therefore, this research focuses on how to improve the quality of college oral English teaching through complementary advantages (wang ye 2009).(3) in terms of the impact of cultural background differences on the team construction of Chinese and foreign teachers, team cooperation generally goes through contact, competition, conflict, adjustment, integration and other stages (kinfen hsu and scabbers li 2007).Such researches pay more attention to the organic combination of intercultural communication theory and cooperative teaching.At the same time, some researches focus on the differences in

teaching strategies and methods between Chinese and foreign teachers. For example, foreign teachers are good at stimulating students' interest, emphasizing class participation, and conducting cross-cultural education with western culture as the entry point

(Golpin 2002).

Some schools carry out research on the mode of sino-foreign teacher cooperation. For example, Shanghai University conducted a practical exploration of sino-foreign teacher cooperation in teaching from 2004 to 2005. Cooperative teaching practice process in this school

Teaching tasks are completed by Chinese and foreign teachers in cooperation, giving full play to the advantages of Chinese teachers and foreign teachers, and achieving complementary advantages in teaching. Since then, some researchers have carried out further studies on the cooperation between Chinese and foreign teachers, such as the integration of resources in the cooperation between Chinese and foreign teachers, how to prepare courses, develop courses and receive teaching feedback in the cooperation process

(Zhu jinhua 2006).

3. Research design and methodology

In the process of English teaching practice in our experimental class, firstly, the ability and needs of students are analyzed through questionnaire survey, so as to set up a cooperative teaching system for Chinese and foreign teachers, arrange teaching content reasonably and improve teaching links. Based on the data analysis of survey research, we carry out the curriculum design with the aim of teaching students in accordance with their aptitude. With reference to the advanced foreign language education concepts at home and abroad, the process comprehensive teaching evaluation system has been gradually established. Through pre-teaching test, in-teaching test and post-teaching test, the teaching effect is compared and analyzed. Through reflective teaching, teaching log, workshop, seminar, BBS and other ways, the cooperation between Chinese and foreign teachers and the construction of foreign language teaching team of experimental class are strengthened.

3.1 Construction of high-quality classroom environment of college English

The cultivation of students' comprehensive English application ability and the improvement of humanistic quality are the primary goals of the English curriculum construction of our experimental class. The classroom creates an English language environment for students. The teaching team with Chinese and foreign teachers pays attention to the cultivation of students' critical thinking ability and guides them to think actively through rich classroom activities. Comprehensive language skills courses are offered jointly by Chinese and foreign teachers, and "research-based" oral English courses are added. The activities of "English summer camp" and

elective courses of general education English provide students with diversified and personalized course selection. After entering the senior year, students who pass the English proficiency test before going abroad will study abroad for one semester.

In the teaching process, the Chinese and foreign teacher teams take the continuous excavation of the humanistic atmosphere contained in the teaching content as the basic requirements, and take the comparison of Chinese and western cultures as the starting point to carry out the cultural explanation. It not only stimulates students' interest, but also endows English teaching with more humanistic connotation and cultural deposits, so as to effectively improve the teaching quality and teaching effect. In "research-based" oral English courses, students take the initiative to acquire knowledge in a way similar to scientific research under the guidance of teachers, and solve problems with comprehensive use of foreign language skills. The research team collects data from the questions, forms explanations, and summarizes the results.

Chinese and foreign teacher teams organically combine in-class learning and extracurricular innovative practice activities, which complement each other and complement each other. The teaching team has carried out various teaching activities, such as special lectures, knowledge contests, workshops and other creative and interesting humanistic activities. Among them, the English summer camp provides a good platform for students to exchange ideas, think about international issues and broaden their international horizon. In the summer camp, Chinese and foreign teachers cooperate with each other sincerely and carry out a variety of activities such as original English drama competition, English culture knowledge competition, English classics drama performance, English culture salon and field trip.

3.2 Teaching mode of teamwork between Chinese and foreign teachers

The experimental courses are built according to the wishes of Chinese and foreign teachers and the needs of students, 80 students were selected to participate in the questionnaire survey, and 78 valid questionnaires were collected. Of these, 46.2% wanted foreign teachers to teach listening and speaking, and Chinese teachers to teach reading and writing. Students think that in the process of teaching by Chinese and foreign teachers, the listening and speaking class atmosphere of foreign teachers is active and students can acquire the accurate expression method of oral English. The reading and writing courses taught in China can help students to master the key points of foreign language reading and writing as soon as possible according to the characteristics of local students. 15.4% want foreign teachers to teach speaking classes. These students think that foreign teachers' courses can not only help students learn more native oral expressions, but also help them learn more reading skills. Fourteen students chose speaking and writing. 1%, 9% chose reading and writing, and 1% chose listening and reading. 2%. Others (all foreign teachers or all Chinese teachers) 14.1%, which are mainly concentrated at the poles of good and poor performance. Through teaching seminars, teaching feedback questionnaires and other links, and after fully listening to the opinions of teachers and students, we arrange one Chinese teacher and one

foreign teacher for each class to jointly offer listening and speaking courses. Five Chinese teachers and one foreign teacher form a course group to offer reading and writing courses. Therefore, while fully respecting the opinions of teachers and students, the cooperation and communication between Chinese and foreign teachers in the teaching team should be ensured. During the course development, the teaching team conducts regular exchanges and discussions to discuss teaching progress, teaching methods, teaching evaluation and other issues.

After the implementation of the above courses in one semester, we conducted classroom effect tracking interviews among teachers and students. Teachers generally believe that such a curriculum system is conducive to the optimal allocation of teachers, and they feel that the curriculum development is promoted by the cooperation between Chinese and foreign teachers in their respective teaching teams. Students feel that the multi-cultural teaching resources and the sino-foreign cooperative teaching team are conducive to the improvement of their own humanistic quality, and help to cultivate their critical thinking ability and intercultural communication ability. The students further clarify why Chinese and foreign teachers often come to different conclusions about the same problem. This, in turn, triggers students' in-depth thinking and develops their critical thinking ability from a cross-cultural perspective.

3.3 Analysis of teaching effect

(1) Comparative analysis of pre-school test and post-school test data

By means of pre-school test, post-school test, survey and interview, the teaching effect of sino-foreign cooperative teaching team in the experimental class was comprehensively analyzed. Use social science statistics software SPSS18.0 make a comparative analysis of the pre-test and post-test performance data of students. 186 valid data were obtained. Paired sample t-test was used to compare the differences between pre - and post-test. The statistical results show that the average difference between the test scores before and after the beginning of college English learning is 6.316. Paired sample t test showed that there were significant differences in the pre-test and post-test scores of students in the experimental class ($t = 9$).246. P is less than 0.01). It indicates that the cooperative teaching mode between Chinese and foreign teachers makes great progress in students' comprehensive English quality before and after learning.

(2) Development of students' critical thinking ability

In order to investigate the cultivation of students' humanistic quality and critical thinking ability

We carried out the related questionnaire survey and interview among the students in the experimental class. Most students think that teamwork between Chinese and foreign teachers is very helpful to cultivate students' critical thinking ability. The following table summarizes the common items about the development of critical thinking ability that students talked about in the interview, lists the words

frequently used in the conversation as elements, and then lists the role of this item in the cultivation of students' critical thinking ability.

Table 1 analysis of factors of students' critical thinking ability development

The classroom environment is flexible/active/quality provides a platform for communication

Cultural diversity/differences/exchanges between China and the west break through limitations and make the best of them while avoiding the bad

The teaching method is open/explore/interactive inspiration to cultivate critical thinking ability

4. Conclusions and implications

Cooperative teaching between Chinese and foreign teachers is a feasible and extremely effective method to give full play to the role of foreign teachers in college foreign language teaching and improve the English level of non-english majors (Chen &

Wang2013).Cooperation between Chinese and foreign teachers is not a substitute but an advantage

The potential complement each other.Cooperative teaching between Chinese and foreign teachers is conducive to giving full play to the respective strengths of Chinese and foreign teachers. Of course, the effect is also influenced by the English level of students and the quality of cooperative teachers (Baihua & Loreda2009).

There are many types of cooperation modes between Chinese and foreign teachers: joint preparation .Chinese and foreign teachers cooperative teaching mode has achieved better teaching effect than traditional teaching mode, but how to break through the limitations of traditional teaching mode is the key to give play to the advantages of cooperative teaching.Based on the teaching needs of Chinese and foreign teachers team cooperation needs to adopt a variety of innovative ways, so as to enhance the Chinese and foreign teachers team cooperation and teaching effect.The key to improve teaching quality and build quality classroom lies in how to find the combination of Chinese and foreign teachers.The core of cooperation between Chinese and foreign teachers lies in the coordinated way between Chinese and foreign teachers to complete the whole teaching process through joint planning, implementation and evaluation (Mou yiwu 2010).

College foreign language teaching reform promotes teachers to improve students,Language application ability, communication and cooperation ability, innovation ability and other comprehensive ability direction efforts.Only by constructing a high-quality classroom environment of college English can we cultivate and stimulate students' learning enthusiasm and confidence, and promote the improvement of students' comprehensive foreign language application ability and humanistic quality.Based on the high-quality classroom environment of college English, the team cooperation between Chinese and foreign teachers needs mutual

support, resource sharing and complementarity on the basis of equality, so as to promote the professional development of college foreign language teachers.

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