

# Literature review on CCFT

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## Abstract

*Cooperation between Chinese and Foreign Teachers take the complementary advantages of Chinese and foreign teachers, which attach importance to the pragmatic competence of foreign language learners, improve learners 'communicative ability. This paper attempts to analyze the present situation of CCFT and promote future research prospects.*

**Key words:** CCFT, English teaching, traditional teaching mode

## 1. Introduction

The Cooperation between Chinese and Foreign Teachers (CCFT), also called Co — teaching has been widely accepted by the community. To raise the level of China's foreign language teaching, since 1970, increasing numbers foreign teachers were invited to China to teach English in China. Scholars have conducted extensive research with theoretical research and empirical investigation, which deepen the research on CCFT.

## **2. Related definitions of CCFT**

### **2.1. Research on teaching mode**

Teaching mode (Yelan, 2006) is a refinement of teaching practice, which is based on educational idea. It is a bridge between teaching theory and practice, and it is produced with the development of theories of teaching. Teaching mode includes teaching forms and teaching methods , which extracted from the teaching of law. It is typical, stability, and easy to learn.

### **2.2 Cooperative teaching modes**

Cooperative teaching modes originated in the 1960 of the 20th century. The United States, Britain and other countries in order to meet the demands of the democratization of education, to adapt to children with special learning needs in the regular classroom education with a normal child of the same age, to make sure the special education teacher take up the responsibility of educating students in the class. Later it developed into teaching strategies with a diverse range of special skills, for to meet uneven academic performance levels in ordinary class. It emphasizes cooperation between teachers and students interaction, which happened to be consistent with the theories and methods of foreign language learning. Language learning theory holds that successful language learning is a by-product of communication, and Communicative Competence only can develop in the process of language use. The efficiency of learning unconsciously exposing through the communication system is higher than conscious language learning.

Cooperative teaching mode( Friend&Cook ,2003) is generally divided into six parts: 1) One teacher teaches, and another one observes; the best advantage of this teaching mode is that the every single detail of student's learning will enter the teacher's eye. In this way, partners demand to observe what kind of students of some particular data and information in the preparation of time, and to analysis them together. 2) One teacher teaches, and another person assists. Under the teaching process of cooperation, one person primarily responsible for teaching and another one check students back and forth, to help students who need assistance in time.3) Station teaching. In this mode of instruction, teacher separates student and teaching content. Each teacher teaching a different content and student, and then swap over, the third step is to provide students with opportunities for independent learning, and to demonstrate their abilities. 4) Parallel teaching. In this case, two teachers divide the class into two small groups and teach the same content respectively. In this way, it ensures teachers pay attention to every single student, and every student has more opportunities to show themselves. 5) Alternative Teaching. It generally occurs in the class which has many students need special attention. One teacher is responsible for the teaching of majority students in class. Another teacher assists the very group which consists of students who needs special assistance. 6) Team teaching. In this mode of instruction, two teachers simultaneously teach the same content. Some teachers call "two bodies, an idea". Most teachers agree that it is one of the most complex teaching methods but it is satisfying. But such cooperation depends on teachers' teaching styles.

### **2.3 Cooperation between Chinese and Foreign Teachers**

Cooperation between Chinese and Foreign Teachers (CCFT),also called Co—teaching. It comes from cooperative teaching. It is used in spoken English, reading teaching and bilingual teaching in non-English speaking countries. The specific mode of operation refers to a Chinese English teacher and a foreign teacher

enters the classroom together. One teacher as a lecturer and another as a teaching assistant or collaborator. It is a direct cooperation in an interactive and collaborative approach. It is clear that these educational partners hold unique skills or complementary teaching. Through sustained efforts, they can exploit the advantages to the full. They share resources and teaching duties, for the common goal of academic success. With the accumulation of practical experiences and nonporous, it gradually expand to other areas, for example, the humanities, science and medical courses in specialized knowledge and general education of high school and college students of (Athaicle&Desai, 2005; Perry&Stewart,2005).

### **3. The characteristics of Cooperation between Chinese and Foreign Teachers**

(1)Languages of the teacher are complementary, because Cooperation between Chinese and Foreign Teachers is coined in the context of intercultural cooperation. The standard (2011) mentioned that the English courses call for focusing both on the process of language learning and products. It can improve the effectiveness of language teaching, learning approaches and methods and create as much as possible opportunities for students to use the language in a real context. The role of teachers is very important in language learning and practice. Teachers should pay attention to dealing with relationships between knowledge learning and capacity development, relationships between language training and language use, and relationships between General teaching and examination, which can make the activities more effective.

1) The activities have clear communication purpose, real exchange significance and specific operational requirements, and provide opportunities for students to demonstrate learning outcomes, enabling the students to develop their language and thinking skills in the practice of individual and cooperation and feel the success in exhibition.

2) The contents and form should be close to the life of students, which accord with knowledge and life experience of students; the contents and form should be close to the realities of language use in real life, which enables students to understand and grasp the real meaning and usage of the target language. In the term of strengthen learning strategy instruction and cultivate students ' autonomous learning ability, it combine learning experience in the mother tongue and cognitive development needs of students. According to the characteristics and similarities and differences of English and Chinese languages, it emphasis on fostering students ' ability to use learning strategies and percept and imitate the characteristics of English pronunciation; it use the effective and practical methods of English vocabulary memory: understanding the structure and the pragmatic functions of English sentence patterns. Communicate in the context and reflect actively and control their own learning strategies, etc. English learning of Middle school students ' should place particular emphasis on the cultivation of perception of English ability and the good language learning habits. With prepare a lesson together of Chinese and Foreign Teachers, after teachers bring their teaching philosophy of them into the classroom, teachers and students are able to change the appropriate forms and technical means, which is beneficial to students learning. In class, the standard pronunciation and authentic expression of foreign teachers offer English learners the natural language "edification" (input). The explaining, emphasizing, feedback, guiding and inspire of Chinese teacher artificially interfere with students ' learning processes and promote learners ' interlingua upgrade, helping students to complete tasks, or even a higher cognitive level, which reaches the zone of proximal development. Chinese and foreign teachers give full play to the role of Messenger and mediator, and improve students ' skills, particularly listening and

speaking skills.

(2) Cooperation between Chinese and Foreign Teachers is in the context of intercultural, so cooperation between teachers in the classroom is complementary with cultures. The standard (2011) stressed that, teachers should create real intercultural situations as much as possible, allow students to experience in the process of intercultural communication and developed intercultural communicative competence based on the students' level of language, cognitive ability and life experiences. Chinese and foreign teachers from different countries can adapt to a variety of cultural contexts and social change, as well as to respond to various challenges because of the need the knowledge, skills, and strategies. Changes of Cooperation between Chinese and Foreign Teachers lies in the socio-cultural context of language learning, which is concerned about the use of language fluency, interpersonal communication and the effectiveness of teaching. In the course of teaching, foreign teachers with language and Western cultural and Chinese teachers who are familiar with students need and strengths and advantages of Chinese culture use different modalities of cooperation, teaching together and guiding students.

(3) Cooperation between Chinese and Foreign teachers is in the context of intercultural, so the teaching philosophy between teachers is complementarily. According to bulangfenbulanna, a clinical psychologist and socialist, oral English classroom in middle school was to create a crowd and social classroom. Students with a real good language learning environment can put real language manipulators, which embody the principle of communicative, but also accord to cooperative strategy. Meanwhile, colleagues plans (Johnson, 2006) create a supportive, open relationship for teachers. In this relationship, the teacher can share their experiences views and concerns with other teachers, which is capable of learning for a long time. Colleague's plan can help teachers investigate the complexity of teachers' teaching through self-reflection, critical analysis, the significance of individual. There are three paradigms:

1) Discussion with colleagues and think about your content: How do you deal with a certain special education; what is the reactions of students; what kind of success in this teaching treatment; what is the other way of dealing with the factors.

2) Pay attention to the predetermined teaching factors. After observing colleagues teaching, reflect on the following: How does he/she handle this kind of teaching factors; if you teach him/her, what you would do; how to make his/her teaching strategies help your teaching;

3) Choose a study and reflection, and collaborate with colleagues. Meanwhile, classroom management of Cooperation between Chinese and Foreign Teachers fully develop the psychological factors of teacher and student participated in the classroom. They use appropriate teaching tools, mobilize students' initiative, optimize the classroom teaching structure, improve classroom teaching efficiency, and improve students' comprehensive qualities. As a teacher, if you frequently reflect on their teaching practice, you can understand your way of teaching. Insight teaching can help you decide which factors must be considered in preparing or handling when a dilemma occurs in the classroom, however, teacher is very busy, they have little time to reflect on their teaching practice (Johnson, 2006) Johnson suggested that teachers described the most useful class of last week in teaching or reflective teaching journal. Including the following: 1) course content and objectives; teachers' behavior in the process of teaching; students' behavior in the classroom; factors make teaching effective (as accurate and detailed as possible). 2) When you share and describe your teaching with other teachers, including the following: to review the course content and objectives; describes

your reaction in the classroom teaching and student responses; describe effective factors in classroom. 3) In the diary, think what you hear other from teachers the effective course. Include the following: describe a new understanding; describe how you can apply new knowledge to your own teaching. Through cooperation between teachers' in common planning, common implementation and common assessment complete instruction in a coordinated manner, Cooperation between Chinese and Foreign teachers ensure the academic success of students (Friend&Cook, 1993, 2003).

(4) Bulangfenbulanna, the social and clinical psychologist suggests oral English classroom at school is to create a micro-social environment of interpersonal communication of interpersonal communication. Teachers' interpersonal interaction behavior clearly is a part of the psychological environment of classroom, and they create and maintain a positive classroom atmosphere, which is the basic elements of the learning atmosphere. From the perspective of learning strategies, affective strategies help learners have mastery of emotions, attitudes, motivation and values. As a teacher, we must pay attention to second language learners, which can reduce their anxiety, offer encouragement and self-modified of negative emotion. Cooperation between Chinese and Foreign teachers improves students' language ability, particularly the integrated learning motivation and self-confidence by creating a harmonious teaching ecology. Meanwhile, social strategy of Cooperation between Chinese and Foreign teachers is able to help learners learn through interaction with others, which includes piping up with questions initiatively, working with others, understanding foreign cultures from teacher's Guiding, and trying to learn to be understanding. According to the communicative principles of teaching, BaiHua investigates the effectiveness of Cooperation between Chinese and Foreign teachers by three kinds of cooperative teaching mode. It analyzes the influence of cooperation between Chinese and Foreign teachers and the traditional teaching on students' listening and speaking skills, by language test and questionnaire. It shows that cooperation between Chinese and foreign teachers improve students' English listening, speaking ability, motivation and confidence. It investigates teachers' views on cooperation between Chinese and foreign teachers through the open questionnaire. It shows that cooperation between Chinese and foreign teachers can change the attitude of teachers, improve the teaching skills and ability to cooperate. Based on socio-cultural theory, Mouyiwu discusses the influence of cooperation between Chinese and foreign teachers on teachers' professional development with qualitative research. It can promote teacher's teaching and collaboration capabilities and play an active role of Chinese English teachers' professional development. Cooperation of Chinese and foreign teachers is for all the students, which respect for the students' individuality and uniqueness. Students have a sense of belonging. Through cooperation and demonstration, students learn how to share and understand which let them know cooperation can resolve the problems effectively.

#### **4. Conclusions**

Combine the studies at home and abroad, cooperative teaching theory is mature. Experts, scholars and teachers worldwide from social psychology, educational psychology and Linguistics provide effective theoretical arguments, which play a guiding role for Cooperation between Chinese and Foreign Teachers. But in practice, because Cooperation between Chinese and Foreign Teachers is across cultures, their teaching methods, cooperation forms are different. Academics and scholars do not pay much attention on this aspects, the related research is not enough. In addition, we do not explain fully the differences

cooperation between Chinese and foreign teachers and traditional teaching mode, reasonable using of foreign teachers. We are supposed to pay attention to this area.

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