

A Research on the Effectiveness of CCFT in Primary School English Teaching

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Project introduction: Provincial training programs of innovation and entrepreneurship for undergraduates of China West Normal University in 2015.

Project title: A study on the effectiveness of CCFT in elementary English teaching from the perspective of effective teaching.

Project number: 201510638029

Abstract

Collaboration between Chinese and foreign teachers (CCFT) is a new teaching model. It has been used in some primary schools. With the development of it, more and more researchers want to know how does it work and what are effects of it? By systematic observation and investigation, it found that CCFT has many good effects on both of students and teachers. CCFT can help student to improve their non-language abilities and have a standard pronounces. CCFT can give a great help for teachers with continue education and major development. Most of students and teachers hold an positive view on CCFT.

Key words: English teaching, effectiveness, CCFT, foreign teachers

1 Introduction

The main purpose of the compulsory education for English course is to give a strong base for students to develop the comprehensive ability of a foreign language, and create advantages for their further English study and growth. Liu Daoyi(2008), said in the primary stage of English teaching, listening and speaking should take the main part in English teaching course. However, in the primary stage, lack of vocabulary and poor English grammar limited the expression of students. Along with the lack of related cultural background, the English level and communicate abilities are relatively low and improve slowly.

Teacher takes an important role in students' language learning and practice activities. Therefore, an appropriate teacher is the key for primary English teaching, especially in speaking part. As a non-English speaking people, during the teach activity, Chinese teachers may have some defects such as heavy accent, non-standard pronunciation and non-authentic expression. They put their focus on words expatriation, sentences' structure and grammar, emphasis the test points. Simulated dialogue is one of the most popular ways to practice students' speaking English, which makes students become passive recipients. English-speaking teachers have the pure pronunciation and advantage of language expression. However, as the lack of Chinese culture and custom, it may also lead teachers and students don't understand each other at some points during the teaching activity. This will lead most of the students become audiences rather than learners. The conversation cannot penetrate. It will lead the efficiency of oral English class become very low which can cause the waste of education resource. Collaboration between Chinese and Foreign English teachers (hereinafter referred to as CCFT) is a good way to solve this problem. How to get a better use of foreign-teacher resource?

2 Literature review**2.1 Definition of the concepts**

Co-teaching has been proposed by William M. Alexander in the 1960s. Usually two or more teachers form a group, and take charge the teaching activities together, which called a study of co-plane、co-implement and co-evaluate the same learning group. In 1990s, as the teaching model of universities in U.S.A has changed, Co-teaching has become a popular teaching mode gradually. In order to improve English teaching level of our country, form 1970s, foreign teachers have been engaged to china and the number of them keeps increasing up to now.

According to the ways of cooperation, there are two different modes: Co-teaching teachers give lesson to same classes with same content, or teaching different classes with same content. These two modes are first applied in middle school English teaching, and then popularize to different grade level and subjects. In this paper, Cooperation between Chinese and Foreign Teachers, shorted as CCFT, means one or more Chinese teachers fulfill the teach tasks with one or more foreign teachers. Under this model, the teachers prepare lessons together; give the lesson together and do the comment and judgment work together for the students. The most popular ways for CCFT is parallel-teaching model. Chines teacher take charge in reading, writing and translation part, while the listening, speaking and background introduction are given by foreign teachers.

2.2 Related researches

The original of CCFT is forming Co-teaching. Obviously, the education cooperation with unique or complementary teaching skills, through sustainable efforts, play their respective advantages, shared teaching resources, teaching tasks and goals for all students' academic success together. With the accumulation of practical experience and research results, CCFT gradually expand to other areas, for example, the specific education in the areas of humanities, engineering, medical science and liberal education for middle school students and college students(Perry&Stewart, 2005); second language teaching and learning for students from college, middle school and primary school, for example the practice of cooperation English teaching under foreign language environment within the areas of southeast Asia, South Korea, Japan, and Hong Kong (Tajino &Tajino, 2000; Carless, 2006).

2.3 Problem statement

According to the research form abroad comprehensively, the theory part of Co-teaching and CCFT are comparative maturity, which can provide a strong theoretic support for the related practice in this article. However, as it is a Chinese-foreign Co-teaching under a background of a cross-culture, research about the practice part are relative less than other Co-teaching. What's more, the maters which restrict the CCFT are not given a clearly explanation. How to change the mode of Co-teaching in speaking teaching activities, to enhance the teaching efficiency and the students' oral English ability, is the main problem focus in this research.

3 Objects and Approaches

3.1 Research objects

Four classes in grade six from the High-Tech Zone Experimental Primary School have been chosen as experimental classes. "Welcome to English" "General Studies" "New Primary English for China" are the three types of textbook used in this research.

All the students in the research have learned English for 6 years, aged around 11 to 12, mother language is Chinese. The four classes have the same teaching objectives and class hours; given the same courses—English listening and speaking, and the school provide the same teaching facilities. Generally Speaking, it has the basic conditions of teaching contrast research. Furthermore, the High-Tech Zone Experimental Primary School is a public school, which makes this research has typical significance and universality.

3.2 Research approaches

During the research process, a contrast experiment will be taken between CCFT and traditional teaching mode in order to find an efficient way to help teachers and students to enhance their linguistic competence. The chosen classes will be divided into experimental classes and controlled classes. A pre-test will be taken to make sure students from the two kinds of classes have a closed English level.

After a period of time-one semester, give all the students an oral test, to judge whether their language proficiency and intercultural communication competence have been improved or not. At the same time, a questionnaire survey will be taken to give an objective concluding whether the CCFT help both Chinese and foreign teachers with their professional growth.

Though the above experiment to prove the complement of the CCFT, and give scientific opinions to enhance the efficient of CCFT. Provide a research sample of Co-teaching with foreign teachers in primary English teaching for other schools.

3.3 Research steps

1) Through observation to record the class environment, comparing the difference between traditional teaching and CCFT.

2) Through open-ended and closed questionnaire to have a better understanding of the state and mental environment from the Chinese teachers, foreign teachers and students.

3) Through oral test to understand the teaching effect, and prove the effectiveness of CCFT in primary oral English teaching.

4) Compare and analysis the advantages and disadvantages of CCFT, and give a suggestion to improve it.

5) Conclusion.

4 Analyses

4.1 Research processing

Two classes are chosen as experimental classes, while others are controlled classes. One foreign teacher from U.S. pair with two Chinese teachers as Group one which take the teaching task for experimental classes. The two controlled classes will have a foreign teacher who from U.S and a Chinese teacher to take the teaching task alone respectively. All teachers are graduate from the major in English language and Literature, and have experience of primary English teaching.

Table1. The basic information of Experimental Classes and Controlled Classes

Type of Class	Experimental Classes		Controlled Classes	
Class No.	Class One	Class Two	Class Three	Class Four
Teachers	Foreign Teacher 1 Chinese Teachers 1	Foreign Teacher 1 Chinese Teachers 2	Foreign Teacher 2	Chinese Teacher 3
No. of Students	45	45	45	45

Table2. The basic information of the six teachers

	Age	Gender	Education background	Of age	School	Class-teaching	English
Chinese Teacher 1	35	female	Bachelor Degree	11		Class One	Foreign language
Chinese Teacher 2	27	female	Bachelor Degree	10		Class One	Foreign language
Chinese Teacher 3	33	female	Bachelor Degree	14		Class One	Foreign language
Foreign Teacher 1	25	female	Bachelor Degree	9		Class One	Mother language
Foreign Teacher 2	35	male	Bachelor Degree	15		Class One	Mother language

The four classes have the same number of students. The experiment started from Mar.5th, 2015, and lasted for one semester, 16 weeks. At two weeks early before the experiment starts, training has been done for all the teachers who take part in the CCFT, make sure co-teaching teachers have a deep understanding of the particular forms and contents.

During the teaching processing of CCFT, there are four main parts: cooperative preparing for lesson (once a week), cooperative teaching (once on every Friday), extra-expansion (after-class English salon) and teaching evaluation (oral test at the 16th week). The main class activities are group work. Three types of CCFT are mainly taken:

- (1) Foreign teacher give the lesson to students while Chinese teachers take charge in the observation and class discipline. Chinese teachers record the whole performance of students during the entire class time, including the reaction of content, whether to take part in class activities, the concentration and change of language abilities.
- (2) In the class, when the foreign teacher stand on the platform giving lesson, Chinese teachers step around the class to help the students with their questions individually. A common situation is when a student cannot understand the expression of the foreign teacher, the Chinese teacher gives the explanation immediately; reminds students take notes. When students cannot understand the difference of culture between western and eastern, foreign teacher can give an explanation, then Chinese teachers translate and give a compare.
- (3) In group activities, foreign teacher gives lesson while Chinese teacher give page turning or prepare supplement content. Generally speaking, 15 minutes will be appropriate time for one part.

4.2 Data analysis

4.2.1 Oral test

Oral test including two parts: pre-test and post-test. Two weeks before the CCFT begins, both foreign teachers and Chinese teacher will discuss the content and standards of the pre-test. The standards include 8

parts to test the speaking level of students: pronounce, stress and intonation, accent, grammar mistake, accuracy of words, unit time talk, propriety, and communicate strategy.

Foreign teachers preside over the test, and using a recorder to record. Both Chinese teachers and foreign teachers are the judgment. The average score form them is taken as finally grade. The 8 parts of test are scored from 1 to 7, which 1 =1.7, 2=3.5, 3=5.3, 4=7.1, 5=8.9, 6=10.7, 7=12.5. Hundred-mark system is used ($8 \times 12.5 = 100$) to record the score of each student. The standards, contents and calculation for post-test are the same with pre-test.

According to the test method, pre-test and post-test have been taken among the classes. The results are below.

Table3. T-check for independent sample and paired sample

	Experimental classes		Controlled classes		average	T value	P value
Pre-test	76.433	6.033	74.876	6.433	1.557	1.801	0.073
Post-test	79.518	4.024	74.957	4.762	4.761	7.813	0.000
T-check	D-value: -3.085 T-value:-5.462 P-value: 0.000		D-value: 0.118 T-value:-3.400 P-value: 0.886				

The data of pre-test form Table3 shows the average score of experimental classes' oral test is 76.433 while controlled classes is 74.876, which means there is no significant difference between these classes of students' English speaking ability. The data of post-test makes D-value to be 4.761 and T-value to be 7.813. This indicates that students of experimental classes have a better English speaking ability than the students of controlled classes.

4.4.2 Questionnaires

This research used open questionnaire to investigate the effects on teachers' professional development through CCFT process in primary school oral English teaching. As for teachers' questionnaire (Table 4), it includes fifteen questions and involves teachers' recognition on CCFT, the relationship between cooperative teachers, the functions of teachers in CCFT, the effects of CCFT on teachers teaching ability, cooperative teachers' appraisal of teaching. The design of questionnaire consults related study (Mou Yiwu, Bohua, 2009) at home and on abroad and combines with the real teaching situations.

Table 4. Teachers' Questionnaire

Investigation Items & Related Questions	Teachers' Attitude
Teachers' recognition on CCFT 1. Are you willing to further CCFT? Why? 2. Do you think CCFT provide good chances for you to improve your teaching level? Please write in details. 3. Do you think your students like CCFT? Why? 4. What kind of teaching environment would you like? Teaching alone or Collaborating Teaching? Why?	Yes./ No. Yes./ No. Yes./ No. Yes./ No.
The relationship between cooperative teachers 1. Are you satisfied with your partner? Why? 2. Please describe the details of your cooperative teaching, such as who can control classes? (Language expressions, classroom activities etc.) 3. Who will decide what to teach and how to teach?	Yes./ No.
The effects of CCFT on teachers teaching ability 1. How CCFT influence your teaching? Do you have any changes? (Language proficiency, culture awareness, teaching management, classroom activity design etc.) 2. What can you get from your cooperative teachers in CCFT? Among all of them, what can you get most? 3. In general, can CCFT promote your language proficiency development? If yes, how can it do that?	
Cooperative teachers' appraisal of teaching 1. What kind of parts do you like in CCFT? What you do not like. 2. What are the merits and demerits of CCFT? 3. What is the most difficult thing in your CCFT? 4. Do you have any suggestion for present CCFT model?	

By using this questionnaire to investigate, there are some findings. 93% teachers are satisfied with CCFT model. They think you can improve their language ability and teaching ability in the process of CCFT. Meanwhile, it can strengthen their teaching confidence to achieve better teaching efficiency. Secondly, almost 91% Chinese English teachers think their culture awareness have a significant change. It is very helpful for them to precede English classroom teaching. Thirdly, foreign teachers' teaching theories have effects on Chinese English teachers most. In other word, Chinese English teachers are more advanced in teaching, for example they are more willing to accept learner-cantered theory.

4.4.3 The process of CCFT

After faithfully recording, it found that there are four steps in CCFT. They are class preparation stage, classroom teaching, after-class stage and academic evaluation. How can Chinese and foreign English teachers successfully finish the cooperation?

Firstly, Chinese and foreign English teachers will prepare class together for one to two hours every week. They will talk about the key points, difficult knowledge and solved methods to design a wonderful class. Secondly, according to their preparation, they will allocate reasonably, such as in different classes they may teach in different ways. Sometimes, the foreign teacher will teach alone, the Chinese English teacher just gives some necessary help in a class. Sometimes, they will teach together; Chinese English teacher teaches them new knowledge and the foreign teacher will organize some activities to consolidate knowledge. What's more, in extracurricular time, the Chinese English teachers will organize English Salon or English Club. They will invite foreign teachers to be host or honored guest. It can help Chinese and Foreign teachers to communicate more to learn from each one. The other activities, such as English Corner, Office Hour and so on, they are very helpful for students to learn English better. Last but not least, the systematic academic evaluation can build up scientific and reliable assessment standards. Especially for students' oral English, the foreign can help Chinese English teachers to build up a more reliable and valid assessment system.

5 Results Discussion

From the results, this is a successful experiment. By systematic observation and investigation, it found that CCFT has many good effects on both of students and teachers.

CCFT can help student to improve their non-language abilities which including: study mood, study motivation, students' participation. CCFT through co-display to give a good example for students and concern teach methods and language express from students' sight. With the help of foreign teachers, students can have a standard pronounces. When meet the difficult points, Chinese teacher will explain very clearly, and make it easier to understand. Teacher can give a better control of students while students can be more concentrate in class.

CCFT can give a great help for teachers with continue education and major development. Through this one-year experiment, teachers both from China and foreign country has enhanced their language level, teaching skills, class management and cooperation abilities. Most of students and teachers hold an positive view on CCFT.

However, due to some limitations, there are few studies on CCFT classroom management; and the process of CCFT is very complex. It caused that there are many influencing factors which cannot be controlled by teachers alone. Thus, it only can be gradually modified through CCFT real process.

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