

Research Report on the Classroom-Teaching Situation of Foreign Teachers

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Abstract

Taking Taishan University as an example, adopting the method of the questionnaire survey, the research investigated towards foreign teachers and English majors students of grade 2021 about the way of teaching and the interactions between teachers and students as well as the reflections of students respectively. The research shows there is a series of problems, which is brought by the cultural differences between teachers and Chinese students. Aiming at these problems the researchers have put forward a lot of measures, including optimizing teaching content and improving the learning environment as well as completing rules for foreign teachers management. These all contribute to the effects of foreign teaching in the class and more importantly and to dig out as well as taking advantage of the foreign teacher resources in order to serve the universities of China better.

Keywords

Foreign Teachers; Teaching methods; The effects of teaching.

1. Introduction

In order to improve the efficiency of school running and adapt to the development of reforming and opening up, more and more colleges and universities have introduced foreign teachers to teach and started a series of relative courses. Since the 1970s, the introduction of foreign teachers has experienced decades of development and has been unanimously recognized by most scholars. The introduction of foreign teachers not only adds to the class vitality, but also gives students the opportunity to communicate with foreign teachers and experience the real foreign language spoken by native speakers. However, the class teaching methods and teaching effects of foreign teachers have also become the focus of attention. Taking Taishan University as an example, this study adopts the methods of questionnaire survey to analyze the problems existing in the class recently of foreign teachers and proposes corresponding solutions.

Domestic scholars have done a lot of researches on foreign teaching classes. Chen Zhigang suggests universities should pay enough attention to the quality of the introduction of foreign teachers, who put forward "In China, to teach foreign language, it is better to introduce the foreign professional teachers because vocational teachers from abroad mostly have the high literary accomplishments, good ethics and professional spirits as well as the sense of responsibility. Through the years they teach in non-English speaking countries, they already have possessed a set of mature methods of teaching" [1]. Wei Mengfei, and Wang Yinxia point out detailedly, "The foreign teachers' teaching mode, due to their own national cultural differences, results in foreign teachers' different teaching ideas and different way of thinking and lack of timely and effective communication and understanding between teachers and students. Students' communications with their foreign teachers are often confined to the classroom. Most of the students hardly ever communicate with foreign teachers after class[2]." Wang Hongjun sorts out the teaching advantages of foreign education in his research and clearly points out that "the 5000-year-history of Chinese culture has cultivated the reserved

and introverted character of Chinese people, and the humorous expression style enables the vast majority of foreign teachers to easily arouse students' emotions in class" [3]. The foreign teacher's class is a double-edged sword due to the situation of each school, so we carry out this investigation, in order to understand the status of foreign teachers' classes, and to put forward corresponding solutions in view of the existing problems.

2. Investigation Method

The subjects of the survey this time are English major students and foreign teachers of Taishan University of year 2021, adopting actual questionnaires for survey and online questionnaires for survey at the same time. In total, 160 questionnaires were given out and 134 were taken back, so the rate of questionnaires which were taken back reaches up to 83%. In addition, the researchers also interviewed the foreign teachers and English major students specially and the results were recorded in order to learn more about the classes of foreign teachers deeply and inspect their effects of teaching.

3. Investigation and Analysis of Teaching Method

From ancient times to now, the ineradicable traditional cramming Chinese education system is rooted. Education reforming has been going on though, the surface left its essence untouched. It is hard for students to adjust their thinking mode at one time. In terms of the way of teaching, it's as like as an apple to an oyster at home and abroad. Because they are totally different. Westerners, who put people first and start from instinct of learning, hold the view that the foreign teacher should be an instructor and discuss the problems showing up during teaching process with his or her students like a friend. Foreign teachers cares more about their interaction and communication with students. In terms of interaction between the two parties, they would like to adopt teaching forms such as cooperation and group discussing, teaching flexibly when giving a lesson.

Taking Taishan University, which has two foreign teachers in school. The research shows most foreign teachers choose to interact with students more willingly which makes the whole class more active, letting students develop their own divergent thinking ability and trying their best to avoid the shyness and nervousness in communication with each other. At the same time, foreign teachers prefer students to match themselves or work in groups. They are always ready to distribute different assignments and do some special activities to make sure the students' active participant.

From the research, 30.47% of students say they can catch up with the foreign teachers basically and communicate with their teachers actively; 40.23% of the students say they can get the point of teacher but there still are some problems; 20.4% of students find it hard to catch up with their teachers; 8.9% of the students can't get the point at all. On the one hand, students are in uneven levels from the beginning. On the other hand, teaching resources are shared by both the students from first-tier students and three-tier students. So the teacher should analyze the difficulty of the teaching content when teaching different students. These all contribute to the efficiency of the class. Also, we have conducted more research on frequency of using English and Chinese in class. The finding shows that 60% of the students use Chinese more than English. Maybe it is their poor vocabulary that causes afraidness of expressing themselves. What's more, they might believe so much in the sentence like the more you say, the more mistakes you will make that they rarely take the initiative to speak English. Only 25% of the students try to express themselves in English while 15% of the students just don't make any speech in the class. Accordingly, the original purpose of oral English classes cannot be reached and the teacher can do nothing about it. In our survey, we found that there are many problems in the class of foreign teachers. First of all, in terms of teaching methods, foreign teachers are used to asking questions

to promote the mutual communication between teachers and students, while Chinese students are afraid of making mistakes, resulting in a cold silence in class, which decreases the enthusiasm of students and teachers. Secondly, in an interview for foreign teachers, they say the teaching material is too limited, while the students said that their prepared materials are scattered and not systematic. This is not conducive to the teaching contents of cohesion. Thirdly, the Chinese students study with utilitarianism. If students cannot be directly learn something valuable from foreign teacher's class, they will speak ill of the teach.

4. Investigation and Analysis of Teaching Effect

Oral English for English majors is a very important compulsory course. The students have chances to communicate with foreign teachers in oral English classes, through which students can directly find the problems when speaking. Many students are more interested in oral English lessons, and expectations are high. However, as we found in the survey, many students only to find the huge gap between the actual oral English class and their imagination: Students' expectations of the course are not equal to their feedback. Up to 94.1% of the students hoped to improve their professional knowledge and the ability through foreign teachers' courses at first, but after the first academic year, the situation was not optimistic. 23.1% of the students think that the teacher speaks too fast, they could not keep up with the pace. 43.2% of the students thought that their vocabulary was insufficient, even if the teacher speaks slowly, they could not fully understand. 23.4% of the students thought that the cultural differences between China and the West is uncomprehensive. 10.3% of the students think it is not important whether they attend foreign teachers' classes or not, and it doesn't matter whether they listen or not. In this way, foreign language teaching has become a language PE class, a kind of optional life necessities, and does not get much feedback in the appreciation of knowledge.

The key to test the effect of the class lies in whether the students can flexibly use what they have learned in class. We also carried out a test for the practicability of foreign teachers' classes. The survey shows that 19.7% of students think they can often use the knowledge that was learned from foreign teachers' classes while 8.6% of students hold the view that they have harvested nothing at all in class, and 71.7% of students consider they occasionally use the knowledge, but feel that the application of knowledge is not so wide as what they have expected.

During the teaching process, one of the biggest problems is language comprehension obstacles between students and the foreign teachers. Communication breakdown as a exact result of these obstacles, the efficiency of the class is affected accordingly. The students' existing mastering of vocabulary that has been learned and the actual ability to use words more freely and flexibly are not quite equal. Many of the students can not use English to express their idea as Chinese does, so some of the English major students, even in class, have never spoken to their teachers. On the other hand, when teachers find that students cannot understand the appropriate use of certain words, they will express by means of a relatively simple way for students to understand. So in foreign teacher's class more time is spent on the communication between teachers and students to understand each other, rather than imparting knowledge. At the same time, due to different habits, the two parties may misunderstand the behaviors of each other. Westerners express ideas by describing things in motion and more directly and exaggeratedly; While Chinese people are more implicit and express things more euphemistically, so there might be some conflicts between the two. Due to little communication between foreign teachers and the students after class and the class having nothing to do with learning professional knowledge effectively, some students think oral English course has no help at all. If only the class becomes a bond sticking to link the students and teachers abruptly, it will arise the sense of distance between foreign teachers and students in class and the coordination of the teachers and students will also drop. Basically, the students will

unconsciously have a feeling of being absentminded. What's worse, the students will lose interest in foreign teachers' class. In the survey, We find that the frequency of changing the foreign teachers is very high, which is also one of the reasons affecting the learning effect of oral English courses. In some classes, the teachers are changed every single term. For foreign teachers, they also have to have a period of time to acclimatize themselves to learn more about their students. And for the students, frequently changing of foreign teachers means that they have to spend a lot of time and energy in being forced to adapting to their foreign teachers' teaching methods. For reasons above, the effects of the class are decreased correspondingly.

5. Suggestions on Improving Classroom Teaching Efficiency of Foreign Teachers

From the survey results, we find that there are the following problems in foreign teachers' classes: First of all, the teaching content what foreign teachers have prepared is relatively random and lack of systematicness[4]; Secondly, the phenomenon of cold silence in the classroom of foreign teachers happens time to time. Moreover, teachers and students cannot interact well. Third, there are too few exchanges between foreign teachers and the English students after class. To solve the problems above efficiently, we have proposed the following solutions: First of all, the opinions and suggestions of foreign teachers should be fully respected in the selection of teaching materials. If a foreign teacher design the teaching content of the subject by himself or herself, it should be systematic and a supervision mechanism for foreign teachers' lesson preparation should be set up to regulate the teaching content. Secondly, in order to alleviate the classroom silence phenomenon, strengthen the communication between teachers and students, we suggest the university should appoint someone to be an assistant to help foreign teachers with their lessons. For example, someone good at oral English is exact what is needed who drives students to actively communicate with the teacher in class and after class to talk about the teaching results and share opinions with classmates outside the class, and timely communication with foreign teachers, letting the foreign teachers improve teaching methods in the first time. Thirdly, the university should carry out more outdoor activities and create the communicating chances for teachers and students after class[5]. It can also consider setting up English corners, setting up after-school study groups and other extracurricular activities. Foreign teachers can introduce their own countries and culture to students through activities, and the latter will naturally have a deeper understanding of Chinese culture in the exchange.

6. Conclusion

It has been widely agreed that the introduction of foreign teachers are beneficial to learning efficiency of English major students. Students can not only improve their oral English ability, but also improve their listening, which is also conducive to enabling students to adapt to the development trend of internationalization and globalization. However, there are still many disadvantages in the foreign teachers' classrooms at present. We should make full use of the advantages and avoid disadvantages and make greater contributions to the education of our country. Practice is the only criterion for testing truth, and we should constantly improve it in the process and in pursuit of quality instead of quantity.

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