Research on Present Situation of Tibetan College Students Trilingual Teaching and New Mode Construction

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ABSTRACT

English learning of Tibetan college students' under the background of Tibetan-Chinese-English trilingual languages' teaching has its own complexity and uniqueness. This paper analyzed present situation and countermeasures of Tibetan students’ trilingual teaching, proposed trilingual teaching mode based on teachers' instructional intervention and conducted the satisfaction survey analysis of the model’s effect.

Introduction

Trilingual is short for mother tongue, Han and English taught in minority schools\(^1\). Trilingual education is the education undertaken mother tongue, Han and English three languages and words in the minority schools in our country\(^2\). Trilingual teaching is developed on the basis of "bilingual teaching", it reflects the particularity of minority education in our country. The national mixed, small settled, staggered living distribution pattern of ethnic minorities in China provides the necessary prerequisite for trilingual teaching\(^3\). At present, trilingual education research in the minority areas mainly focused on teaching the middle and primary school students, but ignored an important group, ethnic minority college students in national regions. It can be said that they are important objects of trilingual education in national regions, main force of the trilingual education especially in ethnic minority areas in the future\(^4\). More and more researchers begin to pay close attention to the trilingual teaching in the FLL classroom in national colleges and universities.

Present situation of Tibetan students trilingual teaching

Qinghai Tibetan students in colleges and universities are from different geographical environment, their language situation and economic living conditions are also different due to various regions. Because of the different life experiences and learning experience, Tibetan students have different ways of behavior, thinking and
cognitive style. Low starting point, the foundation of English learning is uneven and facing complex trilingual teaching environment, which leads to their low English learning interest and efficiency. After entering university, Tibetan students continue to study English, that means they need to be integrated into trilingual teaching mode (Tibetan, Han and English). The following problems can be found in trilingual teaching in national institutes:

**Lack of professional language teachers and new teaching idea**

National colleges and universities in Qinghai trilingual teaching are mainly composed of Tibetan students. The ideal English teachers should be proficient in Tibetan, Han and English. But generally we lack such teachers. Han teachers usually adopt English-Chinese translation method to teach Tibetan students in the classroom, this method can hardly meet the needs of students. According to different teaching objects and the training goal of the actual situation, foreign language teaching requires integration of a variety of teaching strategies in the teaching practice instead of teacher centered mode. This mechanical, passive mode makes English teaching more boring, it also eliminates the enthusiasm of the students' learning. Therefore, trilingual teaching with new teaching ideas is the new research topic.

**The harder English learning of Tibetan students becomes, learning motivation is affected.**

Trilingual teaching, western culture, the Han nationality culture and the Tibetan culture may affect English learning of Tibetan students. According to the observation, general thinking process of minority students learning English is: Firstly to compile English information accepted in Chinese encoding to national language, then to use their native language in thinking, absorption and information decoding, finally reuse mother tongue to transcribe, interpretation of the word, and then express "feedback" code into Chinese or English. In English acquisition, information goes to subcontractors and is decoded to produce feedback includes at least two English - Chinese - English translation process. This done repeatedly between transformation of Tibetan students undoubtedly caused great difficulties and obstacles in learning English. To teach the Tibetan students foreign language, influence from the code-switching must be paid attention. The second language of Tibetan students in is Chinese, cultural background and the different characteristics of syntax and the complexity of thinking transformation between the three languages increased difficulties in learning English for Tibetan students with poor Chinese.

Diversity and differences didn’t make Tibetan college students' English know their learning strategies, they even can't take the initiative to arrange and manage their own learning. Passive learning attitude and inappropriate learning strategy of Tibetan students caused their low learning efficiency, low learning efficiency led to more passive learning attitude.

**Limitations of the current teaching material**

The culture content of the language teaching material is an important part of language learning. Current teaching material lack national culture content, they feel
strange to the teaching material content, way of thinking, and cultural connotation of content, the initiative and enthusiasm of learning English is restricted. With the development of English education in China, many English textbooks with complete system arise at the historic moment. Most of these textbooks used to write in English and Chinese languages, it didn’t meet encoding and decoding mode from mother tongue to English learning for Tibetan students, which influenced the language input, it also affected the output of the language.

The countermeasure analysis

The highlighted guiding role of teachers in the process of teaching and learning.

From the language factors, cognitive factors and affective factors to mobilize students' learning enthusiasm. First language of Tibetan students is Tibetan, English is the third language. The characteristics of Tibetan phonetic inspired teachers to arouse student's study enthusiasm from the perspective of the phonetic, it is beneficial to the Tibetan students' English learning. Despite insufficient condition before entering the university, a sense of accomplishment from English learning at present will greatly motivate students' initiative. According to the characteristics of the Tibetan phonetic, teachers can guide students to start from vocabulary accumulation, to improve the students' reading ability, and to complete the students' writing ability. Most of the Tibetan students began to contact English from their primary schools, therefore college students have a certain language cognitive ability and learning ability. Teachers should encourage students to increase the chances of language contact, both on and off class. Students are assigned learning tasks and are asked to complete them. This not only promoted the formation of students' autonomous learning ability, and it is also an effective step for teachers and students to create the language environment together.

Emotional factors are the important factors that affect people's thinking and behavior. The students' learning concept, learning methods, and even motivation will be affected by the emotional factors. Teachers can give students supplemented language materials, to help students master related English vocabulary, quickly learn to use English to express familiar content. This is in fact the students "jump high enough to hit the top" learning experience.

The use of new media era of advanced equipment and open Internet plus the cyber source, innovating teaching mode, optimizing teaching method.

With the Internet plus era, learning methods and learning ideas have changed greatly. The study and mastery of textbook knowledge is only part of the students' knowledge structure. The advantage of network resources is that students can choose learning materials according to their English proficiency. This flexibility and convenience enable them to become autonomous learners. Tibetan students' learning situation requires teachers to be based on trilingual teaching practice, and explore new teaching mode.
Strengthening the positive transfer of language learning with the combination of teaching materials and learning materials.

Qinghai's current English textbooks basically use national textbooks, without regard to ethnic differences, of which there are many contents are difficult for minority students to understand and accept. In order to solve this problem, teachers should add some "student based" learning materials according to the principles of scientific education and the diversity of ethnic students. In the choice of language materials, teachers should not only consider the rules of English language acquisition, but also consider the social life experience close to minority students, so that the factors that affect language learning are positive transfer. In the selection of teaching materials and learning materials, teachers should master the balance relationship between the two. This is the key point of the teaching model put forward in this paper, and also the way to successfully realize the language input to the language output.

Practice steps and models construction of trilingual teaching based on teacher guided intervention.

Guided intervention research includes three fields: language teaching based on problem inquiry, cooperative learning of English language and reading, writing ability, teaching guidance combined with students' English level and professional knowledge\(^6\)\(^-\)\(^8\). The multicultural characteristics of English classroom in Ethnic Universities determine the diversified elements of the management process. In view of the Tibetan students' learning situation, we analyze and discuss the specific steps of the trilingual teaching model based on the teacher guided intervention.

The concrete steps are as follows:

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<td>Extra Curricular involvement</td>
<td>Group preparation</td>
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<td>Choose topics</td>
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<td>Find data</td>
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<td>Make PPT</td>
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<td>Classroom involvement</td>
<td>Classroom presentation</td>
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<td>Evaluation and comparison</td>
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<td>Get results</td>
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Epilogue

Trilingual education can improve students' multilingual capability, but also improve the students' the overall qualities such as intelligence, emotion, personality and cultural quality etc\textsuperscript{[9]}. The trilingual teaching model based on teacher guided intervention provides students with opportunities for autonomous learning and also improves their English proficiency. In the teaching process, the guiding role of teachers is mainly reflected in the group management, content arrangement and evaluation of the comparison of several parts, it is not only the direction of students' cooperative learning, but also the guarantee of students’ active participation in teaching.

In this model, teachers and students, in class and outside class, autonomous learning and teacher guidance, Tibetan traditional culture and language learning and other goals are effectively combined and be achieved. This teaching model highlights the harmonious development goal of multicultural classroom.

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References