Factor Analysis on Bilingual Teaching Efficiency in Sino-foreign Education Project

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Abstract. Many factors may influence the bilingual teaching efficiency. The project members used a questionnaire survey to get the following results: the main influence factors are students’ English level, teachers’ English level, class organizational methods and course assessment. Through questionnaire and rap session, students and teachers will get clearer goal and achieve more efficiently.

Introduction

Sino-foreign education project is a kind of corporation between Chinese high education system and foreign educational resources. The emergence of bilingual teaching is to be seasoned with the development of sino-foreign corporation in education. Widely used in specialized courses, bilingual teaching method can most adequately embody the characteristics and advantages of joint education program. Specialized courses are the emphasis of sino-foreign education project. Making a connection between Chinese professional course teaching and international education, bilingual teaching in specialized courses may be also effective to solve credit transfer problem and help students adapt to the all-English language teaching overseas.

Influencing Factors of Bilingual Teaching Effect

To find the influencing factors of bilingual teaching effect, questionnaire was conducted among 150 college students, which resulted in 92% (138) sample return. According to the questionnaire, there were four main factors: English level of students, English level of teachers, organization of classes, and assessment of courses. Sharing different proportions, the four influencing factors had effects on bilingual teaching in varying degrees.

English Level of Students

Referring to the questionnaire, 86% of students thought that English language proficiency greatly influenced their English learning effect. 77% of students thought they were poor at English; 11% of students thought they were good at English and could accommodate to bilingual teaching in specialized courses; and 12% of students were not clear about their English level. After analysis, it was found that sino-foreign education program was inclined to students interviewed before in the early enrollment. For example, sino-foreign education program of Tertiary Vocational Schools in Shanghai usually set a prior enrollment. Students were interviewed mainly in English to test their comprehensive English proficiency. Those who
passed the interview would be superior in bilingual specialized course study, so they would be more possible to have further study abroad with higher scores in IELTS examination than other students. Among the 11% of students who considered they were good at English, all of them were interviewed in the enrollment. Other students in the program were accepted through the College Entrance Examination. Comparatively, most of them were weak at English, especially in speaking and reading, which may restrain their learning in specialized courses.

Therefore, Stratified Teaching Method was encouraged by project members for specified teaching to students with different English levels. Before entering the college, students will firstly be classified through an English test. They will be taught in accordance with their English levels. Some students may prefer to study abroad after graduation so that English proficiency is quite important for them. Therefore, stratified teaching is indispensable in bilingual teaching.

In stratified teaching, both Chinese teachers and foreign teachers are involved. Chinese teachers teach vocabulary and reading while foreign teachers are responsible for giving lessons of speaking, listening and writing. Working in parallel, students’ English could be improved.

**English Level of Teachers**

The questionnaire also showed that 81% of students believed that English proficiency of teachers had impact on their learning effect. This high proportion was unexpected to all project members. Among these students, 66% of them thought pronunciation and intonation of teachers were important; 48% of them thought grammar of teachers was important, and 95% of them thought profession and vocabulary of teachers were important. From an interview with students, it was found that most students had high expectations on their teachers. Students would like their teachers just impart knowledge into them as it in high school. In the interview, project members analyzed features of learning methods and bilingual teaching in college, reminding students of the importance of independent study.

Because of students’ high expectation on teachers, project members set tutorial classes to improve English proficiency of teachers. Bilingual teaching requires both professional knowledge and bilingual expression ability of teachers. Moreover, concepts in Chinese textbooks differ widely from that in foreign textbooks. In most Chinese colleges, lessons rely on fixed textbooks. While in most foreign universities, teachers use homemade textbooks or just send handouts to students. Such difference sets a higher demand on Chinese teachers in bilingual teaching.

In order to solve this problem, eight teachers were trained at partner schools to enhance English teaching ability, improve professional level and experience teaching concepts in western education system. What’s more, a Teaching and Research Forum was held every week where lectures related to teaching concepts were given and problems encountered in teaching were discussed. Meanwhile, all staff involved in the teaching and researching group spent much time studying on each section of teaching.

**Organization of Class**

Referring to the questionnaire, 57% of students thought that the organization of class greatly influence on learning effect. For the reason that 78% of students preferred casual and interesting activities in a class, project members considered that “student-centered” activities were appealing to most students. Unexpectedly, only 30% of students chose “student-centered” group discussion in the questionnaire. Most students were more willing to receiving and
accepting information passively in the traditional teaching method. Their understanding on the organization of a class was found at a simple level during the interview. For students, a casual and interesting class was the best way to liven the atmosphere, but they only enjoy the lowest level of happiness, not knowing that a casual and interesting class combined with their initiative learning brought about effective learning effect.

To stimulate students’ subjective initiative was not an easy task, in which an effective and efficient class organization may play an important part. Project members thought that learners’ autonomous learning in class served the end of their subjective initiative. Therefore, each time setting the class organization could be regarded as a new challenge. Although “student-centered” teaching was not widely accepted by students, it still required promotion as a mainstay teaching method in the world. Teachers could try a variety of class organization that respond to students' diverse needs and English levels. Students may be divided into groups, each with a group leader and members in different English levels. Group leaders organize self-learning and group discussion, and they make PowerPoint and prepare the presentation together. Gradually, students can be much more familiar with this teaching method, and their expressive ability, speculative ability and logical capability may be enhanced.

Assessment of Courses

The questionnaire also revealed that 54% of students considered assessment of courses influenced on teaching effect. 87% of students would like a higher proportion of regular score in the assessment, 76% of students wanted various forms of assessment, and only 36% of students insisted on the traditional way. In the interview, however, many students raised that teachers should pay more attention to their class performance instead of judging their academic performance based on an exam. Students who put forward this advice were mostly those who behaved well in class and wanted higher GPA. It did no matter to other students who had poor regular score. Usually made efforts at the last moment, they might be easy to accept their final score.

Summary

In view of the results in the questionnaire and interview, project members divided the way of assessment into four parts: regular score, practical score, teamwork score and final score. Concerning students’ behavior in answering questions and initiative in attending class activities, regular score accounts for 20% of the total score. Practical score also compromises 20% in the total score, which is related to students’ performance on case analysis in class, judging whether they have critical thinking and problem solving abilities or not. Accounting for 10% of the total score, teamwork score consists of performance in accomplishing group tasks, peer review, and teachers’ judgment. Final score, compromising 50% in the total score, is an evaluation standard relying on exam score. The above four aspects constituted in the assessment can help teachers make a comprehensive judgment on students’ learning effect.

There are many factors which affect on students’ learning effect in bilingual teaching. The questionnaire conducted in this project revealed that English proficiency of students, English proficiency of teachers, organization of class and assessment of course were the main influencing factors. This study will have an important meaning to better enhance the effective and efficient bilingual teaching in sino-foreign education program with a clear and pointed purpose.
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