Research and Practice of Teaching Mode in Total-English for Foreign Students in Agricultural Colleges and Universities

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Keywords: Agricultural Colleges/Universities, Overseas Students, Teaching in Total-English Mode, Research and Practice

Abstract. In the past, overseas students who studied in China mainly studied in liberal arts and medicine. With the improvement of China's scientific and technological innovation ability and economic strength, agricultural colleges have gradually become the growth point attracting foreign students to China. The biggest learning obstacle for foreign students in China is the language barrier. All the time, total-English teaching has become the main mode for foreign students to study in China. There are some problems when teaching in full English for foreign students to study in China. The teaching mode of foreign students in English is studied and analyzed combined with the author’s own teaching experience in this paper. At the same time, how to improve the training quality of foreign students in agricultural universities in China from the perspective of language is discussed and Suggestions for improvement are presented, which provides reference for improving the training quality of foreign students in agricultural universities.

1. The Significance of Recruiting Foreign Students in Chinese Universities

Under the background of global economic integration and education internationalization, colleges and universities play the role of bridge and link in strengthening and promoting international exchanges and cooperation, and colleges and universities play an increasingly important role in international exchanges. China's colleges and universities have recruited foreign students for dozens of years, with the development of our country science and technology and economy, as well as the rapid improvement in overall national strength, the increasing size of students from abroad, foreign students by early coming to China to study minority disciplines such as Chinese and medicine, gradually expanded to science, engineering, agriculture, and many other disciplines. The overseas students in China have enhanced the exchanges between China and other countries in knowledge, education, science and technology, promoted the spread of Chinese culture and values worldwide, which had far-reaching significance in expanding China's influence and international status and cultivating China's friendship with other countries. According to the ‘study in China plan’ issued by the ministry of education in 2010, China will receive 150,000 overseas students for higher education each year by 2020, which is the overall strategic goal and direction of overseas students education. Education for overseas students is an important part of China's higher education and plays a vital role in the development of China's higher education. Education of a foreign student in China has accelerated the internationalization of institutions of higher learning and improved the competitiveness of institutions of higher learning to participate in international education. It has gradually become an important teaching work for institutions of higher learning. At the same time, it also puts forward more strict and standard requirements for the teaching work of foreign students in China. Where, the training quality of foreign students in China is the core issue of education, and the teaching quality is directly related to the development of education. [1-4]
2. Problems in the Totally English Teaching Mode of Foreign Students in Agricultural Colleges

Compared with the Chinese language and medicine, agricultural colleges and universities have been carrying out the overseas recruitment work relatively late. At present, the education quality of foreign students in Chinese agricultural universities is relatively low due to language barriers, relatively low quality of students and inconsistent teaching system. Among them, the language barrier should be the primary problem that foreign students have to face in the learning process of domestic agricultural colleges and universities in China, and it is also the core content that restricts the training quality of foreign students in China. At present, domestic colleges and universities mainly adopt the total-English teaching mode for the cultivation of overseas students in China. The advantage of total-English teaching lies in that it greatly overcomes the language barrier in the teaching process of overseas students in China, so that students do not have to worry about language problems, because most of them have a certain English foundation. Some people suggest that another advantage of total-English teaching is that it is convenient for overseas students to choose jobs. Graduates majoring in total-English teaching will be favored by Chinese and foreign multinationals. Actually, it remains to be seen, because Chinese universities do not have an advantage in terms of the language of instruction. The location and working mode of the overseas students who come to China after graduation can be roughly divided into three categories: The first category is to come back to their own countries to work after graduation; The second category is working in China or engaging in work related to China exchanges; The third is working in other countries where English is the official language. Among the three types of working places and ways of working after the graduation of foreign students in China, total-English teaching can not be beneficial to the former two. For the third party, the total-English teaching in China is difficult to show advantages for the graduates who are studying in the country where English is the official language. On the contrary, the total-English teaching of domestic agricultural colleges for foreign students in China has gradually exposed some disadvantages, which have seriously affected the quality of foreign students’ training, which is embodied in the following aspects:

A. Foreign students pay insufficient attention to Chinese learning. Because overseas students do not have the pressure of learning Chinese language, naturally, the motivation to learn Chinese is not high. Many overseas students have been studying in China for two or three years, but they still cannot communicate with Chinese teachers and students normally.

B. The insufficient Chinese language level affects the daily life of overseas students, who are not good at dealing with problems in their study life and rely on the management staff of overseas students to a large extent, which brings inconvenience to the management of overseas students in the colleges and universities. For example, most of the staff in the dining hall, dormitory and other departments can't speak English or their English level is not high, which makes it difficult to communicate with foreign students. Even if it is little important, the staff should stay in charge to help them, which greatly affects the management efficiency of foreign students.

C. The difficulties of the daily communication between foreign students and Chinese teachers and students limit the influence of Chinese culture on foreign students studying in China. Because language is the carrier of culture, it is hard to understand the essence and connotation of Chinese history and culture without owing Chinese, which is a great loss for overseas students and also greatly limits the purpose of overseas students recruitment by Chinese government. In addition, English is not the mother tongue in China. Chinese teachers have a congenital deficiency in teaching in English. Although they can have the ability to teach in English through hard work, they can hardly be as comfortable as their native Chinese. Even if the English level of domestic agricultural teachers reaches the level of domestic English professional teachers, it is difficult to satisfy the overseas students in China.
3. Suggestions on Improvement of Total-English Teaching Mode for Undergraduate Students in Agricultural Universities

In view of the defects exposed in the total-English teaching mode of foreign students in agricultural colleges at present, aiming at improving the training quality of foreign students in agricultural colleges, the related improvement work can be started from the following aspects:

3.1 Strengthening Chinese Learning

Chinese is a tool for Chinese people to communicate, a symbol of Chinese culture, and a major information carrier for overseas students to communicate in China as well. Only by learning Chinese well, overseas students in China can finish their studies better and gain more. Strengthening the importance of learning Chinese to foreign students in agricultural colleges and universities, by Chinese language training, curriculum setting, incentives and other a variety of ways to raise the Chinese level of the overseas students, to let foreign students from the English listening to the lectures in Chinese as early as possible and realize foreign students and Chinese students studying in the same class as soon as possible, let the foreign students be real harmony among students studying life atmosphere, and promote the knowledge of the culture communication between Chinese students and overseas students.

3.2 Strengthen the Cultural Influence on Foreign Students

Setting up Chinese culture to the Chinese general course and the elective courses, such as calligraphy, painting, cooking, martial arts, such as organizing some historical and cultural landscape tour to satisfy foreign students curiosity about Chinese culture, stimulate the students love of Chinese culture, let the foreign students in learning Chinese is familiar with Chinese culture and enhance their foreign language level in the understanding of Chinese culture.

3.3 Increase the Pre-Education Time

The original living environment and local education situation of foreign students in China are quite different from that of Chinese students. Foreign students directly study in Chinese universities will definitely cause a lot of inadaptability to living habits and learning atmosphere. Therefore, it is very important for foreign students to properly arrange the preparatory courses for half a year or a year according to the specific situation of foreign students in China. The preparatory stage has the function of language transition, culture connection and professional learning connection. First of all, the preparatory stage is also the stage where overseas students focus on learning Chinese. Secondly, the university can use the preparatory stage to teach overseas students about Chinese styles and cultural traditions, as well as the university's code of conduct, which is very necessary for overseas students to better adapt to life and study in Chinese universities. In addition, students studying in China have relatively low scores at the present stage, and the country of origin may not be in line with China's education system, and the university can smoothly realize the transition of foreign students in the knowledge system through the preparatory stage. Furthermore, due to the strong practical application of agricultural universities, universities can also use the preparatory stage to cultivate the practical application ability of overseas students, such as observation, hands-on experiment and innovation.

3.4 Gradually Improve Admission Standards and Quality of Students

The quality of overseas students in China is directly related to the quality of overseas students in Agricultural colleges and universities. At present, the country of origin of agricultural students studying in China is usually relatively underdeveloped and the level of education is relatively low. Colleges and universities should give full play to the advantages of the discipline, expand the international market publicity, open wide channels, play the role of foreign education agents and international service agencies to enhance the number and quality of international students recruitment selection. Realizing the change from the present stage most agricultural colleges face the situation of "registration and enrollment" to "selective admission".
To sum up, the improvement proposal of total-English teaching mode for foreign undergraduate students in agricultural universities in China can be summarized as follows: total-English teaching is the starting point, Chinese teaching is the goal, various ways to promote Chinese proficiency are effective means, and then the teaching mode of foreign students in agricultural colleges in China can be optimized.

4. Conclusion

The total-English teaching mode for undergraduate students in agricultural universities has certain advantages and disadvantages, which can be improved by such measures as strengthening Chinese learning, strengthening the cultural influence of overseas students, properly increasing the preparatory stage, gradually improving the enrollment standard and the quality of students, and then improving the total-English teaching mode for overseas students. At the present stage, the disadvantages exposed in the total-English teaching of undergraduate students in agricultural universities and the problems faced in the cultivation of overseas students are the specific manifestation of the initial stage of the development process of international education in China. With the further enhancement of China's national strength and the continuous deepening of China's international education work, the relevant problems will be gradually solved. As long as agricultural colleges and universities face the difficulties, make active efforts and continuously explore reforms, an total-English teaching mode for foreign students in agricultural colleges and universities with their own characteristics and advantages in China must be able to established.

Acknowledgment

This work was sponsored by the undergraduate teaching reform research project of education for general higher education in Liaoning province in 2018 and the Education teaching research project of Shenyang Agricultural University 2018 and the authors are extremely grateful to Education Department of Liaoning Province and Shenyang Agricultural University for funding this project under Grant Number 2018-355 and 2018-36.

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