

Research on the Theory Application of Later Method Based on Computer Assisted Instruction

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Abstract. Business English teaching is same with the teaching of other languages, and they both have the view of language teaching methods, at the same time it has influence on the choice and application of the method and model of business English teaching. This paper was based on the combination of theory and practical case, it had simple introduction of the method of university business English teaching that based on the post-method pedagogy theory; it also used the questionnaire and interview of the classroom teaching and other qualitative and quantitative methods to investigate the teaching method. This paper used the mathematical statistics to have data statistics, and it had the analyses on consistency and comprehensive evaluation of the survey data. The results show that the business English teaching is lack of scientific theory and teaching methods, and teaching thinking of post-method pedagogy is not careful enough, at the same time it has great influence on the teaching performance. The post-method pedagogy theory is used to have the analysis on the influential factors, and it provides new concepts and new ideas for the method and model of the university business English teaching, at the same time it can provide some reference for the reform of university business English teaching method.

Introduction

With the fast development of globalization, international cooperation and communication is becoming more and more frequent. At present society urgently needs inter-disciplinary talents of language major, and this greatly promotes the rapid development of business English[1]. The business English is used to adapt to the working life, it involves all aspects of business activities.

At the same time, business English teaching has specialization, colloquial language and strong pertinence and other characteristics, and the most basic characteristic is practical. In our country more than 300 colleges and universities have already opened the business English courses, and some universities still specially set the international business English discipline. But teaching mode of business English still refers to the undergraduate teaching mode, it couldn't keep up with the demand of business English's development[2]. So post-method pedagogy theory is used to have researches on the method and model of the university business English teaching, and then it can put forward some reasonable and innovative suggestions.

Post-method pedagogy theory

A. Basic concept of "post-method pedagogy"

The "post-method pedagogy" refers to the foreign language teaching ideas that put forward from the researches of western foreign language teaching, and it fundamentally exceeds the traditional "teaching method"[3]. It is not a specific teaching method, but it is an opened teaching idea. Kumaravadivelu is the main representative personage, and the definition of "post-method pedagogy" that put forward by Kumaravadivelu is "the research on the choice of method rather than the alternative method".

B. Basic principle and macro strategy

Professor Kumaravadivelu puts forward "post-method pedagogy" theory's three basic principles of foreign language teaching, and they are the practicability, particularity and possibility[4].

1) Principle of practicability

The “post-method pedagogy” theory encourages teachers to observe, study, practice and have reflection, and they can form the practical and dynamically developmental teaching ideas about “what is the successful teaching?”. At the same time, it should be pointed out that the only usage of experts’ theories is not enough, and the teachers must pay attention to the knowledge and skills that conform to the specific conditions, in this way they can solve the new problems and new situations.

2) Principle of particularity

In the special social and cultural environment and system, specific teachers can aim at the specific teaching object to implement the teaching, and the teaching conforms to the specific teaching goal, at the same time it is suitable for the specific teaching environment[5]. The “post-method pedagogy” theory does not negate the teaching method, but its idea is “the teaching has method, and the method is not fixed”. The specific teaching research and teaching practice could not prove that a kind of teaching method more superior than the other kind of teaching method. That is to say, any kind of teaching method is not the “tiger balm”, and “the best teaching method” does not exist in the teaching process. The existence of any kind of teaching method has special reason, and it is only applicable to the specific teaching situation[6].

3) Principle of possibility

Business English teaching should conform to the university English teaching’s policies and requirements of our country. English teachers should earnestly study the relevant documents, and they need to make their own researches of foreign language teaching keep pace with the national and social needs and requirements. The “post-method pedagogy” theory’s principle of possibility opposes the separation of students’ needs of English learning and the social requirements[7]. English teaching can not be limited to the contents of books and the teaching material, at the same time it should meet the students’ needs of learning English and the social requirements.

Investigation and research of teaching activities based on the “post-method pedagogy” theory

This research aimed to explore present situation of business English teaching, and it was based on the teaching method and the “post-method pedagogy” theory to have researches on the concept of teachers and students. This paper was respectively from the teaching interaction, teaching skills, teaching objectives and teaching content to have a survey, and the content of survey was that which aspect of the university business English teaching practice conformed to the microscopic strategy of the “post-method pedagogy”[8]. In this situation, the author firstly put forward two research questions[9-11]:

(1) Are the teaching interactions, teaching technology, teaching goal and the teaching content and other aspects of the current higher vocational English teaching activities in keeping with the teaching idea of the post-method pedagogy theory?

(2) What does the post-method pedagogy theory’s teaching problem include in the current teaching activities?

A. Research object

1) Business English teachers of foreign languages institute

Three teachers have researches on business English teaching in the foreign language institute, and they all teach the sophomore students, because it is not convenient to disclose their real names, so the teacher A, teacher B and teacher C are used to respectively replace their real names. Table 1 gives their basic information.

TABLE I. Basic information of research objects

Name	Teacher A	Teacher B	Teacher C
Age	50	34	27
Gender	Female	Female	Male
Teaching age	24 years	7 years	1 year
Professional title	Professor	Associate professor	Lecturer
Education background	Master	Doctor	Master

2) Students of foreign language institute

This survey randomly extracted 120 sophomore students of foreign languages institute. They had a year of university life, and they basically adapt to the present teaching mode and grasp certain learning techniques and skills, and they desire to change the present teaching situation. So their investigation will have considerable significance to this study.

B. Investigation method

This research mainly consists of three parts: the questionnaires, interviews of fixed topic and record of classroom observation.

C. Content of questionnaire

The questionnaire was mainly based on the ten macro strategies of the “post-method pedagogy” theory to put forward twenty questions, and there are 17 enclosed questions and 3 open questions. And they mainly include the following several aspects[12-15]:

(1) Questions 1 to 5 are mainly about the teaching interaction, and they are based on the perspective of teachers and students to have the survey, and the content of the survey is that whether the interaction activities of teachers and students conform to macro strategy’s three aspects, and the three aspects are: maximized improvement of learning opportunities, promotion of the interactive negotiation, minimized perception and configuration.

(2) Questions 6 to 9 are about the teaching skills, the purpose of the survey is that whether the students perceive the teachers' teaching skills. The main purpose of four questions is to have a survey, and the content of it is that whether the teaching skills conform to the three macro strategies of the possibility, and the they are: the cultivation of students’ habit of self-study, conscious language training and intuition of heuristic education.

(3) Questions 10 to 15 pay attention to the teaching goal, and they aim to survey that how the students understand the teaching goal. The six problems mainly include two macro strategies, and they are: the cultivation of students’ habit of self-study, conscious language training.

(4) Questions 16 to 17 are about the teaching contents, and they aim to survey the students' mastery of the teaching contents and development situation of teaching contents. The two problems refer to two aspects of macro strategy, and they are the language teaching and social relevance, ascension of culture consciousness.

(5) The 18th question is to understand the students' methods of learning business English.

(6) The 19th problem is to understand the students’ evaluation of the teaching mode.

(7) The last question is to know students’ ideal teaching methods in the future.

The results of the survey and data analysis

This research sent out 180 pieces of the questionnaires, and it received 169 pieces of the valid questionnaires. And then it had the categorical analysis on the research results.

A. Survey results of teaching interaction

The survey results of the teaching interaction can be seen in Figure 1. From Figure 1 we can see that the students’ learning methods are diversified, and about half of the students have great interest in the reading, at the same time they use the training to improve their English level. 36.8% of the students use the Internet to learn English, and this can not be separated from their living conditions. Only 10.7% of the students are willing to take part in campus activities. Therefore schools should carry out more campus activities, and this can provide the opportunities for students to learn English, at the same time it can stimulate students’ interest of learning.

B. Comprehensive analysis

This paper used the monte carlo method to have evaluation of the survey results’ correctness. Monte carlo is also called as statistical experiment method, stochastic simulation method or random sampling technique. In the present structure evaluation methods, it is considered to be a relatively accurate method. Its basic principle is as follows: at first it generates a set of uniform distribution of the random numbers r_j ($j = 1, 2, \dots, n$); then according to the distribution form of random variable X_i ($i = 1, 2, \dots, m$), it is through the equivalent transformation to obtain a set of random

numbers x_{ij} that conform to the probability distribution of random variable X_i , and they are put into the limit state function $X_k (X_1, X_2, \dots, X_m)$ to get a set of random numbers $Z_k (k = 1, 2, \dots, n)$ of the comprehensive results. If m_1 in these n random numbers is not greater than 0, when the value of n is big enough, according to the law of large numbers, and the frequency is close to probability, then the overall probability is [16,17]:

$$Y = f(Z \leq 0) = m_1 / n \quad (1)$$

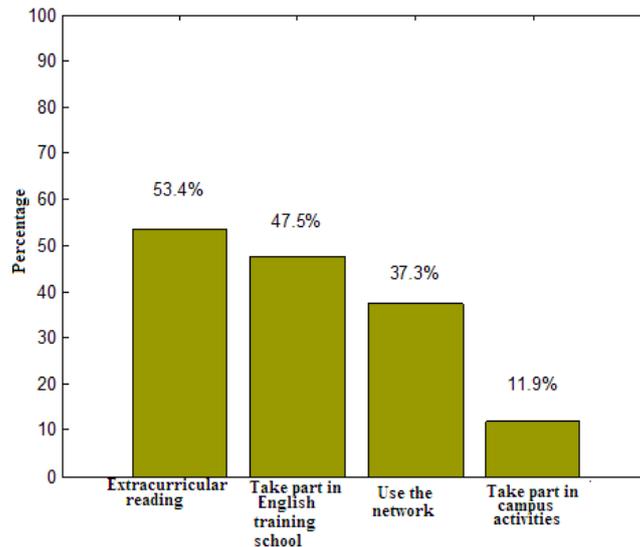


Figure 1. Survey results of students' learning method

The data of English learning's purpose in the questionnaires can be used to have verification. We can assume that the results of investigation and study obey the normal distribution, and the influence factors are shown in Table 2. The value of random number n is 10000, finally the calculation results are shown in Table 2. According to the calculation results in the table and the above statistics results, it can be seen that this research result is effective [18].

TABLE II. The usage of monte carlo method to have evaluation of the survey results' correctness

	The number of students	Influence factors	Probability
<i>Get high scores of tests</i>	53	0.01	27.65
<i>Have interest</i>	27	0.05	14.25
<i>Go abroad</i>	57	0.03	36.44
<i>Take the test</i>	33	0.04	16.85
<i>Other aspects</i>	8	0.01	3.11

Conclusion

This paper introduced the "post-method pedagogy" theory, and it was based on the "post-method pedagogy" theory to investigate and survey the business English teaching mode, and it used the monte carlo method to verify the correctness of the research results, and at the same time it draw the following conclusions:

(1) At present the mode of university business English teaching is single in our country. It is lack of scientific theoretical guidance, and the teaching method is messy. It is compared to the undergraduate teaching, and it has a few of differences.

(2) At present the teachers are the leading factors of the business English teaching. Students' roles in the teaching process are the secondary aspects, they are relatively passive, and they lack knowledge and power of autonomous learning. Students have strong consciousness of English, but their ability of learning English is poor.

(3) The business English teaching is lack of scientific theory and teaching methods, and teaching thinking of post-method pedagogy is not careful enough, at the same time it has great influence on the teaching performance. The "post-method pedagogy" theory can be used to have analysis on influence factors, and this gives new concepts and new ideas to model and method of the business

English teaching, at the same time it provides reference for the reform of business English teaching method.

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