English Language Education Methodology

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Abstract: China's formal English education has a history of more than 100 years. We have accumulated a lot of experience and trained many excellent English talents in organizing English Teaching in such a vast country, but the effect of English teaching in primary and secondary schools in China is not satisfied. Generally speaking, there are many hours of English Teaching in the teaching of Chinese soy sauce, but the students' ability of using English is not strong. The key to improve the level of English Teaching in primary and secondary schools in China is to provide the majority of English teachers with the knowledge of epistemology and philosophy methodologically.

1. Introduction

Teaching English to Speakers of Other Language (TESOL) is a complex project, which involves both methodological support and workable methods. There is a long history of TESOL research in China. However, the methodological aspect of foreign language learning and teaching does not get enough attention from researchers. In fact, the improper and outdated interpretation of TESOL methodology has led to passive influence to TESOL practice in China. Through the analysis of the findings in related fields (such as language philosophy and cognitive linguistics) and foreign language learning and teaching both in China and abroad, this paper tries to comprehend TESOL methodology in a new way and explore more possibilities to TESOL practice in China.

Since the 1990s, TESOL methodology has been through three rounds of reform: from communicative approach to task-based approach; from methodology based approach to post methodology; from systematic discovery to critical discourse (Kumara vadiveru, 2006). These changes indicate that linguists start to shift their focus to the experiential nature of TESOL practice, the cognitive nature of language acquisition, and the communicative nature of language use.

The criticism of TESOL methods is mainly about how to understand the relationship between words and the world, as well as language acquisition and mind. Language is no longer regarded as only a symbol system, but an extension of social, cultural, and political dynamics; meanwhile, the cognitive mechanism behind language acquisition also gets high attention from linguists.

2. Tesol Methodology Based on Epistemology & Philosophy

All these changes dominated by language philosophy and cognitive science have deepened the TESOL reform (Liontas, 2018). In recent years, the reform of foreign language learning and teaching in China is also undergoing, which generates many new ideas and methods. However, the relevant research on TESOL reform in China lacks philosophical concern and epistemology

consideration.

In the 1970s, in addition to cognitive approach, there were also some other methods popular in the United States. Professor of the Language Department of Ohio State University, director of the German department, and editor in chief of modern language magazine, listed 14 popular teaching methods in the United States in "the trend of foreign language teaching methods in Colleges and universities". I'm not going to list them one by one. I just want to put forward three of them, such as silent teaching method, deliberative learning method and suggestive method, which have been widely used since the 1970s. In addition, immersion method is also very meaningful. Immersion method has made great achievements in Canada. The so-called immersion method emphasizes that foreign language learning should be immersed in the ocean of foreign language environment. However, it is worth advocating that students should be exposed to the target language in a large number, and use the language they have learned to set up cultural courses and learn reference books. Language learning must have a certain amount of time guarantee, in a lot of time for students to repeatedly contact and use the language. According to the experience of the Ontario Institute of modern education in Canada, if English speaking Canadians want to learn a French well, they need at least 1200 hours to graduate from primary school to secondary school, 2100 hours to learn middle level, and 5000 hours to master bilingual level. Please note that English speaking Canadians learn French differently from Chinese speaking ones. They are of the same language family. What's more, Canadians have very good conditions for learning French. All teachers may be French speakers.

The important premise of the reform of foreign language teaching methods is the understanding of language meaning. The main problem of language acquisition is the understanding of language meaning, not just the problem of form. Cognitive linguists have found that "language itself does not have meaning, meaning is not in language" (Saeed, 1997); the form of language expression has no meaning, and the form of language expression is the driving force to promote people to use the well-known process to construct meaning, "the meaning of words does not absolutely exist in words" (Turner, 1997) The meaning of natural language lies in "people's interpretation of the world" (Wierzbicka, 1998). These new understandings of linguistic meaning by cognitive linguists have opened the veil of linguistic signs and challenged the traditional view of linguistic signs, that is, meaning. Fauconnier pointed out that "text symbols only provide us with the smallest information, but they are enough to find cognitive domains and clues suitable for constructing cognition in specific situations" (Fauconnier, 1994). These philosophical interpretations of the nature of language by contemporary cognitive linguists question the traditional concepts of meaning mirror, form determinism and sign as meaning(Collins, 2015).

There is a process of mental space between language and signified. Compared with human's experience structure, language form is the representation of human's cognitive mechanism of understanding the macro world. In this sense, the meaning of language, vocabulary and various forms of expression is experiential and cognitive processed, rather than completely dependent on subjective description. It is learner's activity. The description of words and forms of expression can only be the external force of understanding, and only in definite context can meaning be produced or determined (Chou, 2014). According to the philosophy of language experience, concept and reason are mainly based on human experience, meaning can not be independent of human physical and mental ability, because language comes from practice and is closely related to human conceptual structure and cognitive style. The objective world can only produce language through human mental processing. "From the deep level, mind is experiential, meaning is experiential, which is the core of experiential philosophy." (Johnson & Lakoff, 2002, 245) learning process is a cycle composed of experience, reflection, behavior and abstraction (Rogers, 1996). Therefore, it is necessary to reform the old teaching methods and explore appropriate teaching methods that can

reflect the essence of language.

3. Limitations & Expectations

In teaching research, qualitative research and quantitative research are very important methods. Qualitative research is to determine whether the research object has a certain nature or the change process and reasons of a phenomenon according to the researchers' understanding and experience, and to analyze and evaluate the qualitative aspects of the research object. The theoretical basis of qualitative research is hermeneutics. The subject and the object are not diametrically opposed. The subject's understanding of the object is more emphasis on understanding. It can effectively deal with the factors that are difficult to describe with quantitative methods in the teaching process, so as to grasp the basic situation of the research object on the whole. Its deficiency lies in the strong subjectivity and strong subjective color, which affects the scientificity and reliability of the research to a certain extent.

Quantitative research is to analyze the attributes of things in order to determine the nature and changes of things. Quantitative research generally decomposes the object and target to be studied into multiple factors, quantifies them, uses certain mathematical methods, and judges the correlation of various factors through transformation. Finally, the results of analysis and research are expressed by numerical values. Quantitative research is accurate, rigorous, confirmatory and predictive, but it also has some limitations in the process of teaching research. It only considers some factors mechanically, and the object of teaching research is mainly people. There are inevitably unstable factors.

Therefore, each of the two methods has its own advantages and disadvantages. We should not consider either good or bad, but combine them organically. Because in teaching research, whether it is teaching objectives, curriculum or textbook compilation, or teaching effect inspection, teaching management and so on, there must be quality standards.

In the past, the deficiency of teaching theory research in China is that it pays more attention to qualitative analysis than to quantitative analysis. Although the application of mathematical methods in the field of teaching theory research is very preliminary at present, the future development trend will inevitably require more such methods to be introduced into teaching theory research, so as to change the unreasonable situation that teaching theory research attaches importance to qualitative rather than quantitative for a long time, and finally make quantitative research and qualitative research complementary and integrated.

4. Summary

Lakoff and Johnson's philosophy of language experience challenges the traditional philosophy of language and has a great influence on the world linguistic circle. Their revolutionary theories on the nature of language, language and the world, language and people's psychological cognition not only affect the epistemological turn of language philosophy, but also have an irresistible influence on the traditional foreign language teaching and second language acquisition. It is inevitable that the philosophy of language, the epistemology of language and the methodology of teaching turn in foreign language teaching(Mathew, 2017). Modern discourse criticism connects words with the world. Language is ideology. We should not regard language as an autistic system. Language use is an extension of society, politics and culture, not just phonetics, syntax and pragmatics(Bejarano, 1987).. Therefore, the significance of language learning and teaching has gone beyond language learning and teaching itself (Kumaravadvivelu, 2006). The contemporary philosophy of language experience, conceptual blen. Ding and cognitive view of meaning provide strong theoretical support for the reform of foreign language teaching methods. It also provides the construction of macro

strategies for language acquisition, such as maximizing students' learning society, minimizing emotional mismatch, contextualizing language input and integrating language skills, as well as the post method paradigm of foreign language teaching In addition, the research of "psychology" also provides a new theoretical perspective.

Generally speaking, the method is the key to the development and achievement of any discipline. The breakthrough of methodology can lead to the innovation and development of theory. The discussion on the methodology of teaching research is not only the inevitable requirement of the development of teaching theory, but also an important symbol of the more conscious and mature trend of teaching theory research, and also an urgent problem to be solved in the development of teaching theory. Therefore, it is of great significance to strengthen the reflection of teaching research methodology and grasp the development trend of teaching research methodology.

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