Computer assisted analysis of research-based teaching method in English newspaper reading teaching

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Abstract. In recent years, the teaching of English newspaper reading has been developing rapidly. However, the teaching effect of the existing course is not ideal. The paper tries to apply the research-based teaching model to English newspaper reading teaching, investigates the current situation in higher vocational colleges, and analyzes the problems. It designs a teaching model of English newspaper reading and carries out the empirical research conducted by computers. The results show that the teaching mode can use knowledge and ability to stimulate learners interest and comprehensively improve their ability to read newspapers.

1 Introduction
In the era of big data explosion, it is urgent for the society to have a strong sense of information and to search for information resources. To use the ability of information retrieval and analysis to improve learners’ reading ability, in1930s, American schools began to carry out NIE (Newspaper In Education) plan which was applied to the teaching of newspaper resources and became a beneficial supplement of classroom teaching content. According to the World Association of Newspapers, more than 60 countries carried out NIE. In China, more than 80% colleges and universities have opened English newspaper reading class [1] and national newspaper reading teaching conferences held regularly.

Although many universities have opened the English newspaper reading course, but in most of the existing English newspaper reading course, teachers are still using the traditional “teacher-centered” teaching mode. Journalism itself is different from other types of articles, which will involve newspaper language, and newspaper language is a combination of journalism, lexicology, stylistics, rhetoric and sociology [2]. Therefore, this study has carried on the new exploration to this curriculum and attempts to use the research-based teaching model.

2 The definition of research-based teaching methods and three effective steps to carry it out
The research-based teaching mode, which is opposite to the traditional education mode, has been widely concerned in recent years. This teaching mode emphasizes the learner’s autonomy, and the teacher’s guidance that teachers and students work together to improve the effectiveness of learning.

English newspaper reading is divided into three stages: pre-reading, reading and post-reading. Firstly, the background information is particularly important. The warming up of two to three minutes is necessary. But not all background information are all provided [3]. The background knowledge of cultural information should be learned to activate existing knowledge of learners. So the teachers should encourage students to promote Chinese background information. After class, teachers should encourage students to read related or similar topics. Secondly, teachers are in the teaching process, and learners are in the learning process. Instead of being the dominant of the classroom, teachers should stimulate students’ interest in reading. The research method, the discussion method, the case analysis
method, etc should be taken as main teaching methods. Thirdly, in addition to extracurricular readings, teachers should put an emphasis on evaluation which is open and dynamic, and attention to the learners to solve problems and explore the truth [4]. The research-based teaching mode emphasizes comprehensive quality of learners’ intelligence and non intelligence factors.

3 Methodologies

3.1 Research objects
This survey is based on English major students from Sichuan Vocational and Technical College, Southwest Petroleum University, Nanchong Vocational and Technical College. 240 samples are collected.

3.2 Materials
The questionnaire consists of two parts, the first part is personal information, such as age, gender, and other school English. The second part investigates the reading situation of the students’ newspapers and periodicals. The scale of all the questions was measured from “totally disagree” (1 point) to “complete agreement” (5 points). Table 1 and Table 2 are tests of extracurricular reading habits. The tests used are from College English Test 3 in comparative analysis and the teaching materials are from Twenty-first Century.

3.3 Data acquisition and data analysis
The survey released 240 questionnaires, and 236 were recovered, of which a valid questionnaire of 220 copies. The data were analyzed with the social science statistical software SPSS. Finally, the research group selected 80 students to carry on the contrast experiment. The class A (experimental class) has 40 students while class B (control class) has 40. The paired sample T-test was used to analyze the data in SPSS system. From the collected materials, the author summarizes and analyzes the characteristics of English newspaper reading, methods and problems in the teaching of English reading.

4 Results

4.1 Questionnaire description
The research group carried out a reaearch on the basic situation of English newspaper reading. The results are as follows:

| option     | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Minimum    | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   |
| Max        | 5   | 5   | 5   | 33  | 5   | 5   | 5   | 5   | 5   | 5   |
| average value | 4.31 | 3.35 | 2.76 | 2.49 | 3.05 | 2.93 | 2.89 | 3.27 | 2.80 | 4.01 |
| Standard deviation. | .970 | 1.13 | 1.13 | 1.13 | 2.68 | 1.12 | .920 | 2.13 | 1.13 | 1.14 |

Table 1: Reading habits of English newspaper reading

From Table 1, the average score of the reading habits is between 2.76 and 4.31. The experimental results show that the subjects likely love extracurricular reading (M=4.31), but they often give up reading because of difficult words (M=2.76), and the many students agree that Chinese reading can improve English reading ability (M=4.01).
Table 2: Dynamic features of English newspaper reading

The results of Table 2 indicate that the students have a positive attitude towards the improvement of the comprehensive English ability (M=3.85), the high score (M=3.66), and the improvement of English interest (M=3.92).

4.2 Description of experimental teaching results

Before the experiment, two classes of English newspapers and periodicals reading scores were tested and analyzed. The results show that there is no significant difference between the two classes in English learning achievement. Table 3 shows: (t=-0.377 less than 2, P=0.678 greater than 0.05).

| Paired Differences | t  | df | Sig. (2-tailed) |
|--------------------|----|----|----------------|
| Mean               |    |    |                |
| Std. Deviation     |    |    |                |
| Std. Error Mean    |    |    |                |

Table 3: T-test of paired samples of A and B before the experiment

Class A used research-based teaching mode in English newspaper reading. Its average value increased from M=63.4220 to M=70.5652. The average value of control class B didn’t show significant changes M=62.2566, M=63.3890. The results are shown in Table 4.

|                | Pre-test | Post-test |
|----------------|----------|-----------|
| N              | 4 0      | 4 0       |
| Minimun        | 52.00    | 69.00     |
| Maximum        | 90.00    | 89.00     |
| Mean           | 63.4220  | 70.5652   |
| Std. Deviation | 10.5565  | 7.45648   |

Table 4: Descriptive statistics of English achievement in experimental class and control class

T-test was found by paired sample. There was significant difference between the experimental class and the control class as shown in Table 5 (t=4.210 is greater than 2, P= is less than 0.005).
### Paired Differences

|                | Paired Differences | t   | df | Sig. (2-tailed) |
|----------------|--------------------|-----|----|-----------------|
|                | Mean               |     |    |                 |
|                | Std. Deviation     |     |    |                 |
|                | Std. Error Mean    |     |    |                 |
| Pre-test       | Experimental class and control class | -1.33 | 11.48922 | 2.35620 | .396 | 26 | .578 |
| Post-test      | Experimental class and control class | -1.53 | 12.10642 | 2.31515 | 4.21 | 26 | .000 |

Table 5: Pre-test and post-test paired sample

### 5 Conclusion

From the questionnaires, although college students have launched English reading newspapers, due to the collapse of the vocabulary knowledge, subjects can not correctly understand the difficult sentences and reading skills can not be flexible application and other reasons, resulting in poor overall reading effect. It proved that the teaching mode can stimulate learners interest, guide learners’ creative use of knowledge and ability, independent research and exploration for ways. the learner can comprehensively improve the learners’ ability to read newspapers.

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