

Original Research Article

Research on Strategies to Effectively Promote English Reading Teaching in Junior High School

Haohao Xu

Shanghai Lixin University of Accounting and Finance, Shanghai 201204, China

Abstract: Reading is not only one of the purposes of English teaching, but also an important way of English learning. Students' knowledge of English reading enables them to read effectively. At this time, students' reading focus will gradually shift from learning to using English to obtain information and experience the real purpose of English reading. The traditional junior high school English reading teaching can't meet the requirements of the new curriculum reform and helps students achieve their initial learning goals. Based on the basic theoretical knowledge of English reading teaching, this article analyzes the problems encountered by teachers and students in the process of English reading teaching, and puts forward the corresponding countermeasures, hoping to promote the level of junior high school students' English reading teaching.

Keywords: English Reading Teaching; Junior High School; Strategies

1. Introduction

Junior high school students have basic vocabulary and grammar knowledge. In fact, they have the ability of self-development reading. In the current English reading education, teachers spend a lot of time to explain reading in detail, including grammar, semantics, language sense and language structure, which will affect the improvement of students' reading ability. For a long time, students only passively accept knowledge, forced to learn under pressure, lacking of real interest in learning English. They are only satisfied with the requirements of examination-oriented education scores. The curriculum reform emphasizes that we should strengthen the cultivation of students' deep reading ability and strengthen the overall reading teaching of junior high school English texts. The traditional junior high school English reading teaching cannot help students to achieve such requirements. It is of great value and significance to the study of effective promotion of English reading teaching strategies.

2. Theoretical basis of research

2.1 English reading

Reading is an indispensable cognitive activity in human society. It is an important way for human beings to acquire knowledge understand the world around them. The purpose of English reading is to get the information, knowledge and background connotation through reading English texts. Reading comprehension is a process in which readers integrate their own ideas with which expressed by the author. This process is the reader's developmental understanding of the material. Readers should not only understand the meaning of words and sentences, but also analyze and evaluate the text from a deeper level according to their existing knowledge and the information provided by the article. Junior high school English reading refers to mastering certain reading strategies and reading certain chapters under the guidance of the new curriculum standard and teachers, so as to increase students' vocabulary and improve their understanding and thinking ability.

As a common language in the world, English plays an increasingly significant role in the process of education and teaching in China. In order to improve the English level of students, we must actively strengthen the innovative education of students from reading, writing, listening, speaking and other aspects, carrying out comprehensive education for students. Among them, English reading is most important. It can improve students' understanding ability and also helpful to improve students' writing and speaking ability. In the process of reading teaching, we can strengthen the application of current text reading, enrich students' reading materials and expand their knowledge.

English reading not only plays an important role in language learning, but also has a strong impact on children's future study of various subjects, ability training and future life trajectory. Many foreign educational experts' works have proved that reading is closely related to cultural level through experiments. There is a consensus among educators that children's reading ability is closely

Copyright © 2020 Haohao Xu

doi: 10.18282/l-e.v9i2.1398

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

(<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

related to their future academic performance. Therefore, in recent years, in the wave of educational reform around the world, almost every country takes children's reading as an important education policy.

2.2 English reading teaching

The purpose of English reading teaching is to cultivate students' strategic awareness, improve their ability to use English, helping them form good reading habits. English reading teaching generally goes through three stages: presentation, training and application. The presentation stage presents reading strategies. In the training stage, materials are provided to train a reading strategy. The application stage provides a variety of texts to arrange reading tasks, so that students can use the strategies they have learned to solve problems or complete other tasks.

English reading teaching should adhere to the idea that students are the main body of learning. Through various reading methods and means, teachers can arouse students' enthusiasm and actively participate in reading activities. Under the guidance of teachers, students use their own unique way of thinking and perspective to read the text materials, communicating with the author in writing. All students can actively integrate into the whole process of reading teaching. In this way, teachers only grasp the content and direction of reading teaching from a macro perspective. The detailed reading process and thinking method should be decided by the students themselves.

3. Problems in English reading teaching in junior high school

3.1 Problems encountered by teachers

Through the communication with teachers of teaching and research group, we find that in daily teaching, teachers are the center of traditional English classroom. Most of the English learning is based on the teacher's teaching, while the students are taught by cramming. This kind of teaching method emphasizes that textbooks should be the main teaching method, and pays great attention to the rote memorization of knowledge and the mechanical training of problem making, which greatly frustrates the students' interest in learning and the initiative of solving problems. At present, in the traditional English teaching of junior high school, there are still many teachers who still explain the text word by word. This greatly misleads students' understanding and views on English reading. Students will think that reading is to memorize all kinds of English grammar and language points, completely ignoring the theme structure and central idea of the whole article. The whole English reading course has become an English translation process.

In the process of English reading education, students seldom take the initiative to learn English knowledge, but only passively accept the knowledge that teachers systematically teach. The process of English education becomes boring. Teachers become the porter of knowledge. The dominant position of students is occupied by knowledge, and students' thinking ability has not been fully developed. Although some teachers have adopted new methods, there are still some disadvantages. For example, the method that marking the new words and phrases before reading, and then directly using the dictionary directly to wipe out the new words limits students' ability to associate word meanings according to the content of the text. Although the students swept away the new words and read through the whole text, they could not find any connection in the text. This traditional reading teaching mode is not very desirable. This teaching mode focuses on the original form and ignores the background and other factors of the text, making it difficult to play their role in the process of reading, which violates the real fun of reading.

3.2 Problems encountered by students

Students are already trying to use some reading strategies, such as scanning, searching and guessing. We find that junior high school students have serious problems in English reading learning, mainly in the following aspects. Students' initiative in reading class is not strong. Reading before class does not help students to understand the text. Most students will spend a lot of time in recording grammar points in class. When they encounter the content that they can't understand, they will look up the dictionary or skip it directly. They don't know how to infer the meaning of words, phrases or sentences from the context. When asked about the main content of the English reading text, most students only read the sentences according to the text, lacking the ability to summarize the main idea of the text. The majority of students are unfamiliar with reading strategies, and less of them are able to use strategies flexibly for effective reading. Some students said that they need teachers' blackboard writing to help present and consolidate the knowledge learned in this class. Only a few students have a long time of extracurricular English reading every week, most students cannot guarantee that they have a long time of extracurricular reading every week, and they have not formed the habit of English extracurricular reading.

4. Strategies to promote english reading teaching in junior high school

4.1 Strengthening English reading teaching in the classroom

In the daily teaching, most teachers give priority to theoretical explanation, but do not give specific explanation to students' reading training. The core of junior high school English reading teaching strategy is to respect the basic law of students' learning language in junior high school English reading class. In the teaching process, teachers should learn to create new paths and provide students with various learning experiences to enrich their learning experience. This will help students to master knowledge and improve their reading skills and cultivate their good reading habits.

When students encounter new words in reading, teachers should use various effective methods in combination with the text context, such as guiding students to guess the meaning of words according to the context. The cultivation of this skill can help students master their own vocabulary processing skills. Although the initial training is time-consuming and laborious, once the students master it, they can not only mobilize their thinking, but also enable them to deal with new words quickly. The important words in individual texts are not easy to guess from the context, so they are more abstract to understand. Teachers can also help

students understand through physical demonstration, body language, performance or synonym replacement, antonym selection and so on.

When designing questions, teachers can put forward open questions based on the text content. The purpose is not only to strengthen the interaction between teachers and students, but also to stimulate students' thinking, so that they can broaden their thinking on the basis of existing knowledge and deepen their understanding of the text. In the interaction with students, teachers can promote students' understanding of the text and increase the emotional communication between each other to form effective interaction.

4.2 Improving the management mechanism of English reading teaching

The ultimate purpose of English reading teaching is to cultivate students' reading ability. The design of teacher' reading teaching should promote students to experience and complete such a process that teachers should emphasize student's self-development. Through the scientific cultivation of students' reading habits, it can improve their reading ability. According to the actual level of students, combined with the theme of this semester's text, teachers can consciously select suitable reading materials from life, so that students can enjoy reading and feel the practical significance of reading. For example, junior high school students are required to complete the reading of two original books each semester, and write a review of the book as the usual score of comprehensive evaluation of English.

As the main department of teaching work, teaching and research group needs to undertake the important responsibility of teaching planning. The group should refine the teaching and research content by summarizing the English reading problems of different students in different grades. Schools should encourage teachers to produce results and reward them in time. At the same time, they can carry out material and spiritual rewards, encourage teachers to tap their own potential and actively participate in the discussion. Schools can also invite experts to give lectures for the teaching and research group, share the advanced ideas and cutting-edge achievements of reading teaching, and provide typical cases for teachers to learn. With the full communication and deep communication between teachers and experts, the English reading teaching theory is applied to the specific reading teaching.

References

1. Jing Zhuang. The Effective Implementation of Stratified English Reading Teaching in Junior Middle School Under the New Curriculum. 2020, 3(2).
2. Yu Peng. A Strategy for English Reading Teaching—Based on Vocabulary, Grammar and Logic. 2019, 9(9):1231-1236.
3. Wanbo Yang. Cultivation of Innovative Thinking Ability in English Reading Teaching. 2019, 30(4).
4. Guolan Yang. Discussion on English Reading Teaching with Internet +. 2020, 2(2).
5. Ahmedova Ugiljon, Ibragimova Anakhon, Sobirova Gulnoza. The Effective Speaking Testing Techniques in Teaching English. 2018, 6(1).