Reading Strategies for Junior English Teaching

Qinyi Lu

School of Foreign Language, Yancheng Normal University, Yancheng, China

Abstract

Reading is a dynamic process in which the reader and the text interact and construct meaning together. More and more junior high school English teachers and students have begun to pay attention to the importance of English reading and put forward higher requirements for students' English reading ability. Studying the reading habits and reading strategies of junior high school students and cultivating students to master reading strategies is a very important issue in the current junior high school English teaching, which has very important practical significance. This paper discusses reading strategies for junior English teaching, designs reading training methods for different teaching stages, and discusses the functions and characteristics of three learning modes to improve students' English reading ability and self-learning ability. Through the use of different learning modes, according to the students' personal abilities and personality characteristics, we can mobilize their enthusiasm and initiative, stimulate their interest in English reading, and achieve practical quality-oriented teaching.

Keywords: Reading Strategies, English Teaching, Junior English, Reading Training

1. Introduction

Reading is not only to get the literal meaning, but also to extract the meaning of the text, so as to understand the deep meaning behind the literal. In other words, reading is not simply extracting the meaning of the text, but an interactive, flexible and purposeful process between the reader and the written language. As an important part of the basic knowledge of English language, English reading is an important way for students to acquire knowledge, accumulate vocabulary and cultivate thinking. It is also the most basic means of English language learning and use. Therefore, it is particularly important for students to develop their reading ability. Junior high school students should meet the following five levels of reading skills when completing the basic education: they can infer and understand the meaning of new words according to the context and word formation; Be able to understand the logical relationship between sentences in a paragraph; Can find out the theme of the article, understand the plot of the story, predict the development of the story and the possible outcome; Be able to read books of corresponding level and common genres; Can use simple reading strategies to obtain information according to different reading purposes; Be able to read with reference books such as dictionaries; The amount of extracurricular reading should reach more than 150000 words.

In the traditional English reading teaching, most of the teachers focus on the teachers when explaining the reading topics. The teachers only translate the reading comprehension articles and complete the topics. They pay too much attention to the meaning of words, the usage of phrases and sentence patterns and the explanation of grammar. As a result, the classroom reading teaching mode is single, the classroom content is very boring, and they rarely take the initiative to cultivate students' reading strategies. On the other hand, in arranging English reading, teachers often use English knowledge to consolidate the content of learning. Therefore, under such circumstances, there is very little content to promote students to practice English reading. Although some students spend a lot of time and energy on English, and even let reading comprehension occupy most of the time in the exam, the reading results are still unsatisfactory. At the same time, the reading teaching of junior high school students is limited to textbooks, and there are few extra-curricular reading materials. Therefore, the reading range is not wide enough and the reading volume is insufficient. Therefore, studying the reading habits and reading strategies of junior high school students and cultivating students to master reading strategies is a very important issue in the current junior high school English teaching, which has very important practical significance.

2. Reading Training

The traditional reading teaching is inefficient and separates the students' English background knowledge from the content they read, which is not conducive to the overall understanding of the article. Specifically, 1) due to the excessive emphasis on reading word by word, the reading speed is slow, and the training of students' reading speed is neglected; 2) Because the speed is slow, it takes too long, and the reading volume cannot be improved; 3) Because of too much emphasis on basic words and phrases, although the words and sentences are understood, the overall meaning of the article is ignored, so the article can not be more fully and comprehensively understood. The traditional reading class neglects the students' subjective

initiative and often makes students in a passive state, unable to play their active role and give full play to their original experience and knowledge.

The key to reading is understanding. In order to cultivate students' fast reading habits and reading comprehension ability, teachers should introduce themes through the introduction of suspense, visual introduction, story video music and other ways to attract students' interest. In addition, the teacher introduces the methods of reading, reading, scanning and skipping to the students for fast reading. In the process of reading teaching, teachers can use the forms of judgment questions, multiple-choice questions, taking notes, and filling in charts to test the students' reading. In the whole reading process, students do not need to accurately identify all the words, but they read in the cycle of guessing, verifying, modifying and continuing to infer. After the students have captured the surface information, they have a simple understanding of the article and their reading speed has been trained. The cultivation of reading speed is an important task in reading teaching.

Before reading teaching, teachers need to guide students to search for relevant materials before reading, or students can actively share their background knowledge. This can not only make students familiar with the background knowledge of the article, broaden their knowledge, but also help students understand the relevant content of the article, and it will be easier to control the content of the article. Teachers can guide students to understand the stylistic thinking of the text and the structural characteristics of different types of articles, and grasp the author's point of view or the center of the article. Therefore, teachers need to make reading plans according to the average level of students, and then students can make their own learning plans according to the teaching plan, predict the time required to complete reading an article, and obtain useful information before reading, such as predicting the theme of the article according to the title or pictures.

During reading class teaching, teachers can make the most direct connection between the article and the concept or image in the most intuitive form through specific objects, pictures, videos, music or relevant background supplements, and present it to students. A clear presentation and introduction can reduce the difficulty to a certain extent, thus achieving a good reading effect. After the reading teaching is completed, the teacher requires the students to retell or imitate the article through understanding and learning the text, background and other aspects, so as to deepen the impression of reading. If students encounter some incomprehensible parts during reading, they should choose to read this part again.

In teaching feedback, teachers ask students to locate specific details in the article and find out the key points instead of reading word by word from beginning to end. At the same time, from different aspects, find and analyze their weak parts, and then find more effective solutions. Students can adjust in time according to the evaluation results and strengthen the training of weak links in reading, so as to make up for the lack of reading learning.

3. Learning Model

3.1 Differentiated Leaching

Differentiated learning refers to the design of differentiated teaching contents and processes

and the implementation of individualized teaching evaluation based on the different basic abilities, interests and learning styles of students. Finally, all students can improve and harvest on the original basis. Its essence is a kind of teaching mode that meets the diversity and diversity of students, meets the unique educational needs of students, improves the quality of education, and develops the potential of students. The existing reading teaching mode mainly focuses on teaching, explaining and memorizing. The main content of teaching is vocabulary, phrases and grammar knowledge. However, there is little specific guidance on students' reading skills. New words and complex sentences have become stumbling blocks in students' reading process. Therefore, it is necessary to construct diversified courses and teaching to make school education adapt to students' differences and fully reflect students' subjectivity, including structured teaching, mixed ability layered teaching and subject layered teaching.

Differentiated learning meets the diversity, diversity and unique educational needs of students, improves the quality of education and develops their potential. During the layered learning of English, teachers should formulate and design different teaching objectives, put forward different learning requirements and carry out different teaching operations according to the syllabus and students' basic knowledge, intelligence level, learning ability and behavior habits, so that students at different levels can choose different speeds and acquire different knowledge information according to their existing level. In this way, the relationship between teachers and students can be improved, the work efficiency of cooperation and communication between teachers and students can be improved, and students can have clear goals and strong pertinence in learning, so as to effectively improve and expand teaching capacity. At the same time, students should carry out targeted exercises to improve their learning enthusiasm and English reading effectiveness. In the process of independent selection, students can choose different combinations of learning modes according to their own learning ability, learning foundation and learning interests, and enter groups at different levels for learning.

Differentiated leasing is dynamic. Teachers should encourage low-level students to make continuous efforts towards high-level, and at the same time, observe students' learning changes at any time, and formulate different reading requirements according to the specific conditions of students at all levels. With differentiated learning, students have an accurate positioning of their own abilities. Students with lower levels can improve to a higher level through continuous learning, while students with higher levels will degrade to a lower level if they slack off learning. This realizes the driving effect of education and helps students improve their learning initiative, so that they can make progress on the basis of their existing learning and realize quality education.

3.2 Problem-based Learning

Problem-based learning is a teaching method that stimulates students to learn and explore problem-solving methods. It creates a meaningful, contextualized and real world situation and provides necessary help for students in the process of using knowledge and developing problem-solving skills. In the process of English teaching, students make use of self-study and group discussion to further analyze various continuous problems put forward by teachers, so as to promote themselves to find and solve problems consciously and actively, and improve

their language learning level and ability to solve problems effectively in this process. As students need to think according to problems, they will build their own knowledge system in thinking. In the process of thinking, students can further develop their mastery of knowledge, improve their thinking ability and problem-solving ability, and also improve their unity and cooperation, critical thinking and creativity.

The characteristics of problem-based learning are that students are the center, groups are the research units, teachers only play the role of guidance and guidance, real problems are the starting point of students' learning, problem-based learning improves students' ability to solve problems, and students construct new knowledge through induction and Reflection on the whole process of autonomous learning. In order to realize this kind of teaching mode that is student-centered, problem-oriented and gives full play to students' initiative, students need to analyze and solve problems by themselves or team cooperation. Teachers no longer purely teach knowledge, but take problems as the beginning of teaching and take problems as the motivation to stimulate students' learning interests. In the process of designing problems, teachers need to pay attention to the relationship between new and old knowledge, and also require teachers to grasp the current direction of discipline development in a timely manner, integrate multi-disciplinary and multi-content design problems, so as to fully achieve teaching objectives. In the process of students' learning, they become guides to provide learning resources for students, and guide students' learning in a correct way, so as to further improve students' enthusiasm and initiative in learning, and further strengthen students' awareness of inquiry.

3.3 Inquiry Learning

With the vigorous promotion of the basic education reform, junior high school English teaching has begun to pay attention to the learning methods of mutual cooperation and joint discussion among students, including how students explore, what kind of inquiry activities related to them, and how to effectively carry out these activities. Therefore, inquiry learning began to become a recognized education method.

Inquiry learning emphasizes students' independent inquiry rather than passively accepting the learning of teaching contents or teaching materials. It has the characteristics of initiative, practicality, openness and process. Therefore, when dealing with a certain problem or thing, students need to actively collect information and find answers with the help of the external environment. The activity mode is mainly around the questions raised by teachers or students. When students are faced with confused problems, they will make various guesses and think, and try to find the answers to the problems. In this process, they will speculate and analyze the problems raised, then collect facts through observation experiments, conduct statistical analysis and induction and comparison of the collected data, and finally get the answers to the problems through exchange and discussion. In the teaching of English reading, the implementation of inquiry learning means that students can find or construct answers, meanings, information or understanding independently around certain questions, texts or materials with the help and support of teachers.

When using inquiry learning in the classroom, the teacher's task is not to teach students to learn

knowledge, but to create a good learning environment for them and create a good classroom atmosphere. The learning content should be connected with the students' personal life, so that students can freely choose and decide, let students explore and discover by themselves, enjoy the process and harvest of exploration, and enhance students' creativity. In this way, they can learn everything they need, So as to promote diversified development. At the same time, teachers should respect and trust students and feel trusted by students. The purpose of education is more important to cultivate students' healthy personality and to cultivate students' ability to adapt to changes and grow up. Therefore, in the teaching process, teachers should not ignore the existing knowledge and experience of students and simply force them to fill in knowledge from the outside. Instead, they should take their existing knowledge and experience into account, take it as the growth point of new knowledge and guide students to construct new knowledge and experience.

4. Conclusion

The basic motivation of learning is driving force. English teachers create reading situations for students and put forward problems to be solved. The curiosity of students arouses their enthusiasm for reading. In the process of English reading, group cooperation and group competition can be used to meet the students' psychological desire to show themselves, and the teachers' affirmation and praise can further promote the students' initiative in learning. The promotion of students' psychological factors has greatly increased students' interest in English reading. At the same time, English teachers should create teaching value in a limited time, so that students can actively find problems in English learning. Teachers should also actively guide students to broaden their horizons and learn freely. Let students have enough time, and actively organize and guide students to complete the reading task, so that students can play the ability of cooperative inquiry.

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