

# Study on the Integration of Information Technology and English Reading Teaching

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**Abstract—**With the development of modern science and technology, information technology has been widely applied to education and teaching with more studies on the integration of information technology and subjects. However, during the implementation and practice, there have been also some setbacks in the early stage of integration since teachers paid more attention to information technology elements without realizing the purpose of applying information technology is to serve teaching. At present, the integration has become rational with increasingly more obvious advantages of information technology. Teaching of English reading class has always been an importance of teachers' teaching as well as a difficulty for students' learning. It is difficult to break through difficulties and important points by traditional teaching means and teaching methods. In this paper, the author elaborates that English reading teaching can get rid of the embarrassed situation with the help of information technology, and it can also break through the restriction of time and space, which can establish a more exciting and more vivid stage for teachers' teaching and students' learning.

**Keywords-**information technology; English; reading class; integration point

## I. INTRODUCTION

Today's society is a society with rapid development, and the development of information technology has also brought opportunities for the rapid development of educational information technology. The future educational information is oriented by information technology. By far, the reform of new technologies in 21st century has affected directly and deeply on education. According to the development status of educational technology and trend of new technological reform, we find that the future educational information

technology will give full play to its two key features by expanding development fields and developing application of technologies based on computers in education.

In the paper, the current situation of English reading class has been analyzed. First, the teaching concepts and teaching methods are backward; second, the formation of students' English reading ability can be affected by language factors; third, the development and improvement of students' English reading ability can also be impeded by non-language factors. Then an integration process of information technology and English reading class is displayed with an actual teaching case according to the characteristics of integration in different periods.

## II. PROBLEMS EXISTING IN THE INTEGRATION OF INFORMATION TECHNOLOGY AND ENGLISH READING CLASS

Generally there are two problems existing in the integration of information technology and English reading class

### A. *Problems of integration between information technology and subjects*

Information technology has been applied to the teaching of various subjects. Every night, our teachers manage to collect various teaching resources and delicately design various sections with sufficient preparation; however, the real purpose of information technology can't be reached since teachers have become the slaves of mouses. We thought through information technology teachers can be closely connected to students, but they just turn from blackboard to PowerPoint. As the teaching contents are all prepared in advance, any problem occurs in class may make the teacher worried.

They may avoid to talk about the problem or just give a short explanation.

#### B. The current situation of English reading class as well as existing problems

The teaching concepts and thoughts possessed by some teachers can't follow the social demand. On one hand, some teachers haven't fully realized that the cultivation and improvement of students' English reading ability play an important role in acquiring more information and knowledge, expanding visions, arousing interest, promoting humanistic literacy, improving capabilities of analysis, thinking and judgment, and thus their comprehensive employment ability of English can be improved. On the other hand, some teachers' thought and vision are restricted and affected by students' behaviors without bold trial or innovation. They always think the students have weak basis without any implementation of teaching mode oriented by ability.

### III.TEACHING OF ENGLISH READING CLASS

From the name, we can know teaching of English reading is based on passage reading, which is evaluated by students' correct input of article's information. By teaching of reading class, students can understand the passage's meaning correctly with deep understanding of important words, phrases and sentences; besides, they can make oral or written practice of articles. Students' comprehensive pragmatic ability and long-term learning interest can only be promoted by reading class since they will feel bored without any enthusiasm if they are still taught sentence patterns in higher grades. The teaching goals of reading class should be as follows.

Students should be capable of reading a passage smoothly with correct understanding of the meaning as well as correct answers of the questions based on the passage. Besides, with certain English basis, students should be capable of repeating and imitating the passage. Although there may be too many new words or sentences in a passage, it is not the central goal to process them. After some attention being paid to reading obstacles, the function of reading itself should be valued for sure. In fact, it is understandable to keep some difficulties in a reading material instead of dealing with all the new words and sentence patterns. A wise teacher always knows what to keep and what to give up.

### IV. STUDY ON THE INTEGRATION POINTS OF INFORMATION TECHNOLOGY AND ENGLISH READING CLASS

#### A. Study on the integration before a reading class

Preview of reading class is an important part pf English reading class teaching. The traditional teaching pays much attention to the preview of new knowledge while ignoring the deep exploration of reading materials and the cultivation of students' reading ability. With the help of information technology, students can explore and understand the reading material more easily from various perspectives. The previews before and after integration are shown as Fig.1.

Preview before the integration

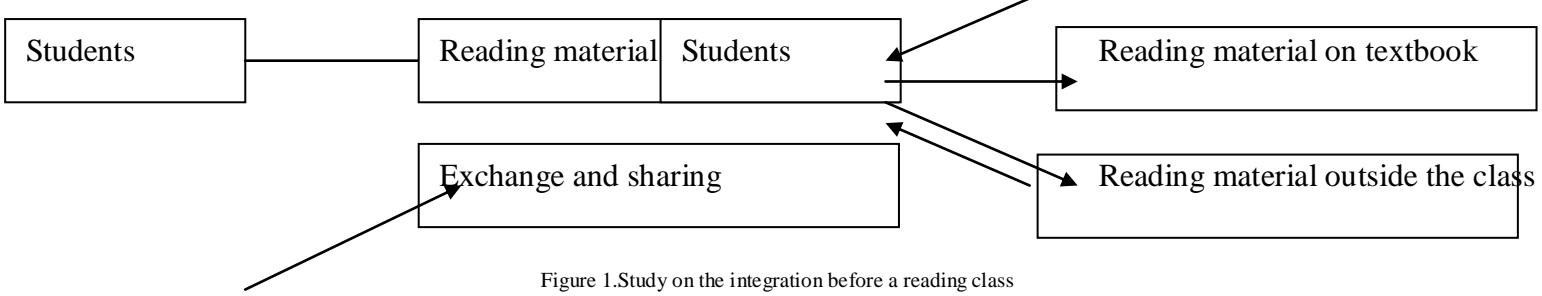


Figure 1. Study on the integration before a reading class

Preview after the integration

#### B. Study on the integration points in reading class

As we know, one of the most difficult things for Chinese students to learn English is the lack of language environment without any chances to practice speaking; while in practical teaching, teachers only value the study

of important words and sentence patterns with less attention to concrete application. By multi-media, real life situation can be simulated in class so that students' interpersonal ability can be promoted in practice by learning transfer to some extent. Not only can students

learn new knowledge, but also their ability of integrating and flexibly applying knowledge can be cultivated.

### C. Study on the integration after reading class

The after-school homework after the integration of information technology and reading class can be colorful. With passage teaching in class alone, students can't form good reading habit and obtain strong reading ability successfully. Therefore, after-class reading has become an effective supplement of class reading. Thus, students in higher grades are encouraged to read after-class English journals and books; and meanwhile they can read books on the Internet which can enlarge their input of English information with broad genres, original contents, diversified forms as well as colorful cultural knowledge.

## V.CONCLUSION

Based on Integration of English reading under information technology environment as well as its supporting resources, the paper first studies and analyzes related theories of constructive study and new curriculum standards of English study; and then it elaborates the integration of English reading class and information technology for three steps, which are preview of reading class, integration in class and integration after class, during which the in-class integration is further divided into three steps according to the different functions of information technology. Through the display of integration case as well as elaboration of teaching methods in different stages, we thought that the integration of information technology

and English reading class will surely bring great changes to both students' learning and teachers' teaching. According to my point of view, the deep development of this integration should rely on deep studies of English reading in different stages so as to discover teaching modes suitable for different stages as well as integration and countermeasures of different teaching circumstances.

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