

The Construction of English Majors' Reading Courses Group and Autonomous Learning Mode under the Network Environment

Luo Li

Wuhan University of Engineering Science, Wuhan City, Hubei Province, 430200, China

Keywords: English reading; Course group; Autonomous learning

Abstract. Reading is an important language skill, and it is also the longest language skill training course with maximum hours. However, from a unified perspective, there are many problems in the course of reading in the actual teaching process, such as unclear teaching objectives, single teaching method, lacking of effective coordination on curriculum and co-ordination difficulties, which result in different names of courses and teaching content is almost approximate to each other. The purpose of this paper is to establish an autonomous learning model for English major under the network environment so that to change the status of individual combat in each reading course and establish efficient and orderly reading teaching system.

Introduction

Reading teaching plays an important role in English teaching. However, there are some problems in the process of reading teaching, such as teaching media, single resource, lack of information. English books, newspapers, magazines and other resources for students to read outside are not rich; in addition, teachers are lack of the necessary guidance and student's autonomous learning ability needs to be improved. Multimodal science and technology media on optimizing the reading resources are particularly scarce. The Internet has a wealth of English learning resources, which is conducive to the construction on teaching environment of constructivism and beneficial to promote the effective development of reading teaching. Under the network environment, we will establish English reading course group. First of all, we should make full use of Internet resources, optimize the way of English reading and improve reading teaching strategies so that to generally expand the amount of reading and improve reading interest; secondly, students and teachers, students and students share the knowledge they gained through the network teaching platform so that to construct the meaning of the content in the interactive communication; again, with the help of other Internet language practice opportunities, we will promote the improvement of reading ability.

The Construction of English Reading Course Group Under the Network Environment

Learning objectives. The courses in the curriculum should have a clear division, which also start from the into three parts of improving the reading abilities, including the language ability, the knowledge structure and the cognitive strategies. The basic English is the comprehensive ability of language, which cultivates students' comprehensive English ability from the five aspects of listening, speaking, reading, writing and translating. In terms of reading ability, comprehensive English focuses on the analysis of basic language training and discourse analysis, which improves the ability of reading comprehension so that to guide the students to understand the article from the aspects of the structure of the text, the literary content, social significance and so on. The students learn about how to use the language tools to capture and analyze the information of the articles on hand through the training of comprehensive English class. The purpose of English reading is to develop reading ability, improve reading speed and

develop reading skills. English reading class should guide the students to expand their reading in a certain field, collect the information they need, and develop the students' ability to classify and summarize the information. Through the training of English reading class, students learn how to find the information they needed and improve the existing knowledge system. At the same time, it can also cultivate students' metacognitive strategies and reading interest.

Teaching content. At present, English teaching should change the previous courses and choose teaching content respectively so that English reading is linked to the basic English teaching content, and the content of advanced English teaching is linked with the course of newspapers, magazines, literature and network reading. The comprehensive English class has longest hours and the widest range of skills with diverse skill practice, which also covering works in various fields, such as politics, economy, society, language, literature, education, philosophy, etc. Therefore, we should choose a good textbook which has been tested by the market as the teaching content. However, from the perspective of the nature of the English reading course, prescribed textbook is not conducive to the realization of the goal of teaching. However, it should refer to the unit settings of integrated English to determine the reading theme for each unit and collect the reading materials according to the theme of compilation of textbooks. The theme of English reading can be larger, but the subject matter is broad and the amount of reading should be large considering the classic and current affairs articles with lower degree of difficult points. Similarly, advanced English teaching content can be obtained from newspapers, literature, online reading and other courses, or write reading materials around certain topics. In this way, the subjects are closely linked to each other. It can not only improve the language ability, but also help to construct the knowledge system of English majors so that to guide them to make more in-depth and professional research and enhance learning interest.

Teaching form. The reform of teaching style is to change the fixed mode of English teaching, which is based on vocabulary, grammar and sentence patterns. Due to years of teaching and learning experience, it is very difficult for students and English teachers to get rid of the shackles of the traditional model. In the primary stage of English learning, reading teaching form is single, English language ability determines the ability of reading to a large extent. But with the improvement of students' language ability and thinking ability, other factors that affect reading levels are starting to show up more clearly, such as the first language ability, knowledge structure, meta cognitive strategies, etc. Therefore, English major reading teaching should focus on improving students' reading ability in different aspects.

The basic English class focuses on the depth analysis of the article, which improves the language ability by analyzing the vocabulary, grammar and sentence patterns, discourse comprehension through discourse and stylistic analysis, making bilingual conversion through the interpretation of English and translation practice so that to be familiar with English sentence patterns and improve express ability. Basic English is mainly to solve the problems encountered in the reading process. The main forms of classroom teaching are teacher's explanation, questioning, translation, etc. The supplements of classroom teaching are discussion exhibition and other aspects. English reading teaching focuses on developing the ability of reading and the ability of document retrieval. We can improve the reading speed of students through weekly reading; we also can enhance teaching strategies and techniques through typical examples. In addition, teachers should focus on a topic to guide students to search related reading materials so that to expand the amount of reading in a particular field and acquire thematic knowledge; what's more, we can complete the task of research through cooperation, discussion and other ways. Here, reading is used as a tool for acquiring knowledge. We can help students to master the main knowledge acquisition tools through training so that to prepare for the literature retrieval of thesis writing. The main forms of classroom teaching are discussion, demonstration and debate, etc. The supplementary forms of classroom teaching are **teachers'** instruction, classroom exercises and other activities. Advanced English is a basic course of basic English, which

cultivates students' reading ability so that basic English teaching methods can be extended. The main forms of newspaper reading and online reading can be used in English reading teaching, which mainly train the reading skills and strategies from different sources, and it is not the same as intensive reading class to carry out teaching activities.

Teaching test. Basic English and advanced English are mainly regard written tests as examination content, which can be designed in accordance with the TEM4 and TEM8. Common question types are radio, reading, cloze, English interpretation, translation, writing and so on. However, as the main form of the class to fast reading practice, English reading and newspaper reading courses focus on a subject of material collection and collation. So you can usually regard score as an important part of the final assessment. A written test can ask students to focus on a topic and write an essay that is similar to the graduation thesis according to the reading materials collected in this term with a brief views at the end of the thesis. Teachers give students the final grades in accordance with information, notes, summary and statement collected by students.

The Web-based Autonomous Learning Model for English Reading

Task based learning is usually manifested in the following two forms: first, teachers assign reading tasks to students so that to let the students search information through the network platform and process the obtained relevant information and finally complete the task. Second, teachers pose the questions to the students and then students can use the network learning resources and the online learning platform to provide answers. In the autonomous learning mode, students have the opportunity to freely choose learning resources, independently process information and put forward their own solutions so that to improve the ability of independent processing of information resources and the ability to think independently.

Cooperative learning teachers divide students into study groups and assign the task to the group according to the teaching plan. The teacher asked the students to find the necessary information resources to interact with each other online and cooperate with the team to complete the learning tasks. Teachers can also guide students to explore the internet around the subject of learning content and common problems and express their different understanding of the problem and solve the problem through the network learning platform to discuss exchanges so that to cooperatively solve the problem through sharing and answering questions and arguing with each other.

Self-help learning teachers use Internet to build network learning platform and guide students to choose their own learning content according to their specific learning situation adopting the methods that suitable for their own learning so that the students can independently arrange the progress of learning, and actively realize the meaning construction of knowledge. This model can completely eliminate the limitation of time and place in traditional English reading teaching so that to enable students to get more free play space, which in line with the development trend of foreign language learning in the new period. Over the years, we have been encouraging students to teach themselves in English reading teaching. With the renewal of teaching facilities, in the past year, we have tried to make a web-based English reading teaching model and consciously guide students to adopt the mode of autonomous learning. Guided by the theory of constructivism, we take students as the centre in the whole process of English reading teaching and enable students to use the multimedia network to create a new teaching environment under the guidance of teachers to give full play to the role of cognitive so as to realize the meaning of the knowledge. The network as a mean of teaching is conducive to the realization of students-entered and helps to show the language information more comprehensively and truly. From the perspective of cognitive psychology, it is in accordance with the laws of cognition and foreign language learning.

Summary

The establishment of English major reading course group aims to clear the reading teaching objectives and clarify the relationship between teaching and learning, which will establish an efficient and orderly reading teaching system, save teaching resources and improve students' interest in learning. The application of modern educational technology in English reading teaching based on web-based autonomous learning model of English reading, which is conducive to the realization of student entered so that to enable students to actively use multimedia networks under the guidance of teachers and realize the meaning construction of the knowledge effectively.

References

- [1] Zheng Bailing, Liu Shiyang. A Study on the Design Model of Customized College English Reading Autonomous Learning Platform[J]. *Foreign language*, 2016, (02): 148-151.
- [2] Liu Yang. Problems and Models of Autonomous Learning in English Extensive Reading Course[J]. *Foreign Language Journal*, 2014, (04): 128-131.
- [3] Li Gengyan, He Mingxia. An Experimental Study on Autonomous Learning of College English Reading[J]. *English Square(academic Research)*, 2013, (11): 57-59.
- [4] Huang Shumei. An Autonomous Learning Model for Interactive English Reading: a Case Study of Teaching Design in London[J]. *Journal of Guilin Normal College*, 2010, (02): 112-115.
- [5] Qi Qianqian. On the Teaching Mode of Autonomous Learning Strategies in English Reading[J]. *Professional Technology*, 2009, (08): 26.
- [6] Huang Qingfang. A Study on the Autonomous Learning Mode of English Reading Course Based on Network[J]. *Journal of Beijing University of Agriculture*, 2007, (S1): 225-227.
- [7] Jiang Liping. A Study on College English Autonomous Learning Model Based on English Special Subject Learning Website[J]. *Foreign Language and Foreign Language Teaching*, 2006, (03): 39-41.