

Study on Strategies in College English Reading Teaching

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Abstract. A certain amount of improvement and innovation have been achieved in college English teaching since the reform of higher education system, but there are still numerous problems to be solved in English reading teaching. Based on in-depth analysis and exploration of the current situation of college English reading teaching, several problems in the process of reading teaching are pointed out in this paper, such as outdated teaching materials, rigid and single teaching mode, students passive learning, etc. Then, to solve the present problems for the improvement of college students' English reading application ability, several effective ways are proposed here, including selecting pragmatic teaching texts, constructing "scaffolding" and "problem solving evaluation" teaching mode and organize cooperative learning, etc.

Introduction

Nowadays, reading is a key ability to acquire knowledge and information, improve thinking ability and adapt to the social trend. Likewise, reading is an important way to ensure the effective input of foreign language in English learning. English reading not only contributes to improve humanistic quality and enrich humanistic connotation, but also help to improve comprehensive English application ability. Moreover, in the actual colleges teaching process, English reading teaching has always been in the commanding height, the key and difficult point in teaching and the important but hard point in students' study and examination. Based on the analysis and study of numerous problems existing in college English reading teaching in the new era, practical strategies to improve English reading teaching are proposed in this paper, so as to lay a solid foundation for contemporary college students to better and faster adapt to the current education system reform in China.

Current Situation and Existing Problems in College English Reading Teaching

Outdated Textbooks for English Reading Teaching

English reading textbooks serve as the constructor in college students' English proficiency, which directly affect their learning effect and grade. But in the actual English reading teaching, teaching textbooks are usually outdated and not closely related to students' real life and social, political and economic aspects, which makes it hard to stimulate students' resonance and makes the actual value of English reading knowledge learning reduced. At the same time, reading articles in textbooks are selected partly from some whole passage and the content are selected just for college English exam outline requirements, resulting in that students can't perceive the complete semantic environment in the actual reading process and they have little sensitivity in general understanding of articles, which limits students' English reading ability development.

Rigid and Single Teaching Mode

Translation reading is the main method used in traditional English reading teaching [1], resulting in the one-way infusion reading teaching mode with teachers being in leading position and students learning passively. In actual teaching, the teaching content is still mainly aimed for language knowledge input and language skills training [2], emphasizing on knowledge points explanation and vocabulary learning and accumulation, without enough importance being attached to develop students' ability to improve interpersonal communication and solve practical problems with English.

The acceptability of reading content and students' interest are also ignored, making the teaching mode single and rigid. Meanwhile, the teaching method of massive exercise advocated by teachers is also an important factor that hinders college students' reading skills improvement. In actual English reading explanation process, teachers mainly briefly translate the articles and separately explain each knowledge point, without presenting the article's whole structure for comprehensive thinking to cultivate students' emotional width and thinking depth, making it hard to improve students' English reading level which even goes backward.

Students Passive Learning in English Reading

Presently, college students are usually passive in English reading learning, which greatly limits their English reading ability improvement. On the one hand, different students have different English level and the level of most students is low. Teachers have to take into account most students' learning effect, leading to that teachers usually teach in Chinese and students simply follow teacher's steps with little space for initiative development. This makes students are over dependent on teachers, reducing the teaching effect of English reading courses. On the other hand, due to the outdated reading textbooks and rigid teaching mode, class atmosphere is quite still, and it is hard to stimulate student's initiative. They just passively receive what is input by teachers.

Strategies on the Reform of College English Reading Teaching

In the information age, the mass of information is undergoing rapid change and constant exchange and share. There is a philosophy in college English education: vocabulary is the basis of English learning and those who are good at reading win the world [3]. Therefore, we have to actively explore and seek the effective strategies for the reform in college English reading teaching, so as to stimulate students' initiative and curiosity to learn, make English reading learning effective and improve students' English reading scores.

Select Pragmatic Teaching Texts

The college English teaching texts content is usually outdated, which makes it hard to arouse students' interest and resonance or to establish interactive classroom atmosphere. So, it is urgent to find effective teaching texts to improve the current situation, as only English reading materials which are suitable for students to read, close to student's life and strongly pragmatic are what college students actually need. Lead students to collect more effective information with pragmatic English reading materials [4]. The novel and interesting English reading texts can help students to transform from passive learning to initiative learning, change their English reading ways and achieve a sense of accomplishment and self-confidence in learning process. For example, *New Era English Reading*, compiled by Zhou Jun, Li Xiaomei and Du Yuan, is a novel college English reading textbook suitable for students in new era. The articles are all representative contents from foreign newspapers and magazines with rich and interesting subjects and high practical meaning, serving as a good choice for college English reading teaching.

Construct New English Reading Teaching Mode

The traditional teaching mode features one-way input by teachers who are the dominant side in the class. And students learn passively, leading to low teaching quality. It is a problem that needs urgent attention and solution in the new era reform. Colleges teachers can try the relevant strategies proposed by scholars in this field to solve this problem. Firstly, establish scaffolding reading teaching mode, which means teachers provide help in students reading learning for higher level learning [1]. In the process of English reading explanation, teachers provide "scaffolding" for students, participating as a helper in the whole reading teaching process. Teachers should provide guidance for students and help students to independently complete tasks, and ultimately achieve the improvement of college students' English reading ability. Secondly, establish a teaching mode featuring problem solving evaluation [5]. It means teachers take initiative to present questions to students to improve their questioning awareness, stimulate their interest and lead students to

initiatively explore the answers, so as to cultivate students' ability to solve problems, analyze the difficulty of English reading articles and the knowledge framework, further accurately analyze the difficulties, doubts and blind spots in articles, form efficient and reasonable English reading methods and enhance comprehensive English application ability.

Organize Cooperative Learning

Under the traditional teaching mode with teachers being the core, students are independent individuals who study passively in class, resulting in a lack of mutual communication and cooperation between classmates and unsatisfactory learning effect. It is suggested to do mutual cooperation and help between teachers and students. Teachers should transform their teacher-oriented teaching philosophy, initiatively organize students teams for mutual cooperation. Firstly, teachers should assign students teams to do preparation for new class, including article time background, writing purpose, writer's intention, article structure and general clue, etc. Students do cooperation in teams with the assistance of internet media to carry out initiative and independent learning, cultivate their independent analyzing, summarizing and inferring abilities in English reading. Discard the previous isolated learning mode and establish cooperative mode which helps improve students learning motivation and English learning skills. Secondly, in class, teachers should organize students to orally present passage and paragraph general ideas in teams to improve their ability to independently work out article structure and ideas, develop unique thinking in retelling process, have a deeper understanding of the writing purpose, so as to improve problem solving ability and reading ability. Thirdly, consolidation should be made after class. As college students English reading ability is generally low, which is indicated in unsatisfactory performance in intensive reading, low speed in extensive reading and poor understanding in articles, making it necessary to appropriately spend extracurricular time to do consolidation, for class learning is not enough. In extracurricular learning, it is hard for students to persist or achieve effective result by individual learning. Therefore, cooperative team work would be helpful for students to do exploration, analyzing and summarizing based on certain English topics, so as to develop their questions and strategies awareness and general awareness.

Conclusion

In conclusion, it is a long term work to improve students' English reading ability. It is necessary to start from the existing problems and solve problems in a targeted way. On the one hand, teachers should improve teaching philosophy and teaching method, innovate teaching mode and select pragmatic reading materials. On the other hand, establish a learning mode featuring students' initiative and independent learning and organize teams for cooperative learning. Continuously stimulate students' interest in English reading learning, cultivate initiative reading habits, and improve English reading ability through practical learning. Only through joint efforts made by teachers and students, can the relevant goals and requirements regarding college English reading ability under the higher education system be achieved.

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