

Challenges and Strategies of Extensive Reading Teaching for English Majors in the Third Batch of Universities*

Liang Wu

Xi'an Peihua University
Xi'an, China 710125

Abstract—As a basic course and professional skill course in English major teaching, reading course plays a very important role in the goal of training of English professionals. This paper analyzes the current situation and challenges of English reading course in the third batch of universities, and puts forward some countermeasures for improving the quality of reading teaching against the background of "Internet plus".

Keywords—reading teaching; challenges; countermeasures

I. INTRODUCTION

Reading ability is a basic ability that vocational and technical students should possess. However, in the traditional English classroom teaching, there are a large number of disadvantages in reading teaching. With the advent of the information age, the popularity of the Internet, and the application of mobile terminal assistant teaching, the reform of reading teaching has been put on the agenda. The reform of English reading teaching in higher vocational and technical colleges under the background of "Internet plus" should start with the several following aspects, such as the design of teaching platform, the transformation of teaching mode, the selection of teaching materials and the establishment of evaluation methods.

II. THE OPPORTUNITY CREATED BY THE "INTERNET PLUS" ERA FOR CLASSROOM TEACHING

First, information technology is more mature. The era of "Internet plus" has rapidly arrived with the continuous development of information technology. The so-called "Internet plus" refers to a kind of economic and ecological phenomenon that integrates and interacts with the offline entity industry on the basis of information technology presented online. The transformation of the times and the development of technology have made "Internet plus" an important tool in the development process of various industries. The era of "Internet plus" has created a new opportunity for education and teaching of institutions of higher learning, and this opportunity lies in

the fact that it makes information technology more mature. In fact, the maturity of information technology has effects education and teaching in many aspects. In view of the actual situation of teaching of institutions of higher learning in China, more and more teachers and students hope to get more information and data support in institutions of higher learning, however, the way and efficiency of obtaining information determine the ultimate realization of teaching efficiency of institutions of higher learning. Under such a realistic condition, information technology has become more mature in the vision of the era of "Internet plus", which has currently become an important opportunity for the education and teaching in the process of carrying out practical work of institutions of higher learning in China.

Second, communication costs are lower. The second opportunity brought by the advent of the "Internet plus" era to our higher education and teaching in China is that it enables the communication cost is lower. The lower communication cost here refers to the rapid exchange of information technology in the era, especially the continuous implementation of mobile interconnection terminals, mobile Internet terminals represented by smart phones are deeply affecting people's lives, which makes the cost of communication in daily life and work become smaller and smaller and the distance time between information interaction and landing practice of information in practical work become shorter and shorter. As a result, the communication efficiency of people is much higher and the cost of communication is much lower, and this also enables teachers and students in the process of communication to be more real-time, convenient and rapid.

Third, students have a broader vision. As the saying goes, "read ten thousand books and walk ten thousand miles". In the era of "Internet plus", even though people cannot travel ten thousand miles quickly, there are opportunities and conditions for people to promptly and efficiently read thousands of books in a relatively short period of time. Therefore, we can think that the third opportunity brought by the "Internet plus" era to our higher education and teaching in China is that it enables students to broaden their horizons. The broadened vision of students is based on the actual situation that the information acquired by students in real life in the "Internet plus" era can get timely and effective feedback and supplement on the

*Project: This paper is 2017 higher education scientific research project of Shaanxi province higher education academy; one of the research achievements of the challenges and strategies (project no: XGH17192) of English reading teaching of English majors in three-grade colleges against the background of "Internet plus".

Internet. Based on this reality, in the era of "Internet plus", students' vision is wider, and their ability and level to acquire information has been greatly improved than before, which also makes teachers' education process much easier and students' learning process more plentiful.

III. THE CHALLENGE OF READING TEACHING FOR ENGLISH MAJORS IN THE THIRD BATCH OF UNIVERSITIES AGAINST THE BACKGROUND OF "INTERNET PLUS"

As an indispensable link of English majors learning, the importance of extensive reading is self-evident. Extensive reading course can improve students' reading skills, increase their language input, enhance their interest in learning and cultivate noble moral sentiments. How to teach extensive reading course well has always been the focus of attention of colleagues in the field of education. Teachers must reasonably arrange and use effective time that students can not only understand new words and grammar points in a class, but also grasp the theme and central idea of the full text, and improve their reading skills at the same time. However, according to the author's survey, a large number of students still think that extensive reading is "time-consuming, tedious, and unable to learn things", and the reasons come from multiple aspects.

First, the old-fashioned extensive reading classroom arrangement is too single, that is, students' silent reading as the major teaching activities. Such teaching activities lack interaction between teachers and students, even among students. Such extensive reading course will inevitably kill the personality development of students, and students' learning is very passive.

Second, the reading materials of some teaching materials can no longer satisfy the students' interest needs. Many teaching materials are out of touch with students' real life because they are too outmoded, which cannot arouse students' resonance and stimulate students' interest in reading. There are also some teaching materials whose reading materials are single in genre, so students cannot appreciate real literary works. Moreover, the difficulty degree of some reading materials and after-class exercises is not consistent with students' actual language proficiency. Too simple reading materials will make students lose interest in reading seriously and patiently, while too difficult words will discourage students' enthusiasm for learning.

Third, a large number of students reflect that the difference between extensive reading and intensive reading is not obvious. Due to for a long time, the teaching goal of English class is centered on words, grammar, sentence patterns and other language knowledge points. Many teachers pay too much attention to the analysis of words and grammar of reading materials in extensive reading class, but neglect the language skills in reading such as "skimming" and "guessing", which blurs the difference between the goals of intensive reading and extensive reading.

Fourth, although the continuous improvement of the running conditions of higher vocational and technical colleges, the Internet plus auxiliary teaching and other information-based teaching means have been widely applied in the English

classroom with a large number. However, due to the fact that the English classroom at present in higher vocational and technical colleges is still dominated by large classes, most teachers still adopt the mode that teachers are the main body and students passively accept, so students' learning lacks individuality and autonomy, students' ability of reading has not been substantially improved.

At present, the current situation of English reading in reading teaching in the third batch of universities is worrying. The reform and upgrading of English reading teaching is just around the corner. The advent of the "Internet plus" era and the emergence of the Internet plus auxiliary teaching method of mobile terminals have provided convenient conditions for the reform of English reading teaching.

IV. THE COUNTERMEASURE OF READING TEACHING FOR ENGLISH MAJORS IN THE THIRD BATCH OF UNIVERSITIES AGAINST THE ENVIRONMENT OF "INTERNET PLUS"

First, to straighten out and comb the relationship between Internet plus, English major teachers in three-grade colleges, students and teaching materials, give full play to the main role of teachers and students to avoid the appearance of the status of Internet offside. In the teaching process of English majors in third-grade colleges, we must avoid overusing the Internet, regard the Internet as means and tools, put it in an auxiliary position and play a supporting role in teaching. The teachers and students of English majors in three-grade colleges should always be in the main body of the whole teaching process, so that their development and application of subjectivity can be exercised. At the same time, the establishment of curriculum diversification system is an inevitable trend of English curriculum development, which meets the objective needs of social development, stresses the diversification of curriculum objectives and methods of realization, and at the same time, it requires the continuous differentiation, increase and integration of curriculum content and the continuous improvement of curriculum functions. In the course of reading curriculum reform, we need to take more into account the needs of students. If teachers only blindly give students the counterpart knowledge, students do not have a clear demand for such aspects, then the enthusiasm and initiative in learning is not enough.

Second, with the extensive application of Internet technology, the way of information exchange has become more and more convenient. The products and functions of such information-based technology are not only reflected in our daily entertainment life, but also extensive existed in our educational field. College English teaching based on multimedia technology optimization can achieve a kind of effect of diversified content and efficient teaching. By taking advantage of the network, we can effectively use WeChat and some live broadcasting platforms, and use the network channel to put some special English courses and some English learning resources so that students can independently choose the time and content of courses for learning, which can effectively improve the convenience of learning English, but also enrich the way of English learning. Teachers for English majors should pay more attention to the coordination of teacher-student relationship, strengthen the cultivation and

improvement of students' personal qualities, and make up for the fact that teaching ignores the real communication between teachers and students under the background of "Internet plus". At the same time, teachers try to do some real English listening and speaking training and communicative ability training and written reading training activities when they take advantage of "Internet plus" to fully demonstrate the subjectivity of teachers and students as evidenced by teachers make timely comments and corrections and students participate in actively.

Third, teachers must pay attention to controlling the rhythm and range of the application of Internet, and pay attention to the design of courseware to fully reflect the requirements of students of English majors. In the process of teaching, teachers should pay special attention to the timing of the application of the Internet that can be used when they show the main points of reading lessons and set up communication scenes, but the speed should be synchronized with the students' acceptance speed, not just show the courseware. At the same time, the design of courseware in reading course fully takes into account the students' needs for English learning and the characteristics of reading course itself to designs a courseware with humanization, scientificization, knowledge and artistry. Whether it is information-based teaching based on multimedia technology or traditional reading teaching method, in fact, both are an instrumental form of assistant teaching. With the help of the new instrumental form of multimedia, it is more hoped that by means of a series of changes, we can help and cultivate the open teaching thinking of teachers in colleges and universities, and then develop more characteristic and creative teaching methods. The teaching ability of English teachers is manifested in many aspects: one of the most important is the design of curriculum contents and modes. Any teaching materials and modern information equipment are only teaching tools, and teaching cannot exist without teachers' thoughts.

Fourth, teachers should increase the application of Internet plus teaching in the second classroom, and vigorously extend the teaching of English reading to improve students' autonomous learning ability and fully demonstrate the great superiority of Internet plus assistant teaching.

V. CONCLUSION

In order to improve students' learning enthusiasm for reading course and make students change their viewpoints on extensive reading course, teachers should make full and reasonable use of emerging carriers such as Internet according to students' actual requirements, break the traditional teaching mode of teacher-centered, and carry out the reform from the application of teaching methods, adjustment of reading materials and highlight reading teaching goals and other aspects.

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