On Reading Models in College English Class

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Abstract

According to the basic theoretical viewpoints of English reading patterns and English reading skills, combined with the current situation of college English reading teaching, this paper puts forward the corresponding reading training methods: adopting the top-down model which focus on developing the ability of fast reading and understanding, using interactive mode which focus on the cultivation of comprehensive reading ability and adopting the bottom-up model which focus on training the comprehensive ability of knowledge application.

Keywords

College English teaching; top-down model; bottom-up model.

1. Introduction

Teachers should attach importance to the theoretical guidance of systematic reading strategies for students, and consider the teaching contents of the four years of university in an all-round way. From the beginning, they should formulate a practical teaching plan to clearly define the goals and measures to be taken in reading teaching each year. Teachers should make the goals of reading strategy teaching conform to students' age characteristics, knowledge structure, cultural background, cognitive ability and emotional characteristics, etc. According to the content of the textbook, the training of students' reading ability should be subdivided into each teaching unit, so as to minimize the blindness and arbitrariness of law guidance in reading teaching. Now I have used or will use some reading training methods in my teaching practice as follows for peer reference.

2. First-Reading: Adopting the Top-Down Model Which Focus on Developing the Ability of Fast Reading and Understanding

The "top-down model" opposes reading as a perception of a series of words and phrases, believing that readers do not need to use all text prompts, they select and select enough information in their articles to make predictions, and verify their predictions with their own experience and knowledge about the objective world. According to this model, the reader does not understand word by word and sentence by sentence in the reading process, but combines his own prediction to find relevant information in the article to verify his own prediction. Because of the emphasis on the overall text understanding and the use of jumping search and guessing methods in reading, it is conducive to the cultivation of students' ability to read and understand quickly.

The cultivation of reading speed is an important task in reading teaching. At present, the reading ability of college students is generally several times or even dozens of times lower than that of possible targets. With the advent of the information age, people urgently need to get all kinds of information materials as soon as possible so as to improve the work efficiency and effect, and to cultivate students' fast reading ability is an inevitable requirement for the implementation of English quality education. This stage of teaching design is mainly as follows:

Introduction of subjects. We can adopt the ways of suspense, direct introduction, story introduction and so on.

Read quickly. Students can be introduced to fast reading methods such as group reading, clear reading, skimming, skip reading and so on.

Test understanding. Test forms such as question answering, decision making, multiple choice, taking notes and filling in charts can be adopted.

After the first reading of the text and the completion of the surface information capture, students have a superficial understanding of the article and the reading speed has also been trained. However, reading involves two stages. First, the perceptual knowledge stage of identifying the character symbol; second, the rational understanding stage of understanding content is to absorb information and decoding creative thinking. Therefore, it is particularly necessary to read the text for the second time and deepen the understanding of the article.

3. Second-Reading: Using Interactive Mode Which Focus on the Cultivation of Comprehensive Reading Ability

According to schema reading theory, in the process of reading, readers' three schemas interact with the language, content and form of the article, and the result determines readers' understanding of the article. The key to reading lies in understanding, especially deep understanding. Interactive mode plays a key role in improving students' comprehensive English reading ability. With the help of formal schemata, teachers can guide students to understand the stylistic ideas of articles and understand the structural features of various types of texts. It is actually a reading strategy to help students understand the article with the help of its genre structure, and it will also help students complete the expression training of reconstructing the text in the next stage. With the help of content schemata, teachers can inspire students to find or use context clues to activate the corresponding background knowledge content schemata in their brains. Linking the content of the article with the relevant information in the brain will help students to have a deeper understanding of the details of the article, the central idea, the author's writing attitude, the writing intention and the "implication" of the article. "Language schemata play a fundamental role in reading comprehension. Without language schemata, content schemata and formal schemata cannot play a role. Teachers should improve students' ability to recognize words, phrases and sentences in the text. In doing so, students' ability to read articles will gradually improve, and the next stage of language knowledge learning and application will have a foundation. In short, the comprehensive use of formal schema, content schema and language schema to guide the second reading of the text is essential to improve students' comprehensive reading ability. The teaching design at this stage is mainly as follows:

(1). Read the text carefully. It can be read in full text, paragraph by paragraph and in combination.

(2).Inspection and understanding. Questions and answers, judging questions, discussion questions, multiple-choice questions and other testing forms can be adopted.

(3). Reading analysis and evaluation. It can take the form of bilateral activities such as students' speeches, teachers' summaries or teachers and students' discussions and summaries.

After the second reading of the text and the completion of some deep reading comprehension problems, students have a deep understanding of the article, and the ability to absorb information or use the obtained information to analyze and solve problems has also been developed. Reading absorbs information. Absorption is for expression. Therefore, the design of teaching activities should not stop at the level of input, but should create a balance between language input (listening and reading) and language output (speaking and writing). It is

imperative to use the language knowledge and subject information to reconstruct the text and improve students' language expression ability.

4. Post-Reading: Adopting the Bottom-up Model Which Focus on Training the Comprehensive Ability of Knowledge Application

Bottom - up mode refers to the process of reading from the smallest unit - letters and words (from the bottom or the lower level) to gradually understand the meaning of the larger language unit-phrases, clauses, sentences and texts (from the top or the upper level). According to this model to understand the reading process, teachers are mainly helping students solve language barriers in teaching reading class, that is, to clarify the meaning of words, phrases and sentences.

From this point of view, reading teaching is both a reading course and a language course. With the deepening of students' understanding of the text, teachers must improve students' mastery of language knowledge. The problem of reading comprehension is, in the end, a problem of language. Therefore, through reading, you can learn language knowledge, and through learning language knowledge, you can help improve your reading ability. Reading ability and language learning are mutually reinforcing and closely related. In addition, the English syllabus for middle schools stipulates that efforts should be made to transform basic knowledge into language skills and develop the ability to communicate in English. Therefore, it is necessary to deepen the study and application of language knowledge by adopting a bottom-up model after completing the second reading of the text to improve students' reading ability and expression. The teaching design at this stage is mainly as follows:

1. Induct knowledge. It can guide students to classify and summarize according to language units. Can also be summarized and arranged according to paragraph or plot content.

2. Deepen knowledge. We can introduce the expanded knowledge of polysemy, word-to-word differences, long sentence analysis and logical ties.

3. Use knowledge. Speaking orally may take the form of quasi- communication or communicative practice, such as propositional speech, oral carelessness, retelling of texts and topic discussion. The written form can be rewritten, abbreviated, written or other forms of communicative practice.

Reading is a comprehensive process and improving ability is a gradual process. The three stages of reading teaching are inseparable and must not be separated in isolation. If teachers can reasonably and flexibly apply the above teaching design to the teaching of reading texts in combination with students' cognitive level, it will be very effective in improving students' reading ability. It is more important to improve your reading skills than your reading speed. Being focused and selective in your reading habits will reduce the time you spend reading. If, in addition to using a range of reading skills you want to increase your reading speed, then the following technique will be of use. The key to increasing your reading speed is not to increase the speed at which your eyes move across the page, but to increase the word span for a single fixation. A simple way of developing the habit of taking in more than one word per fixation is to take a page of text and divide it length ways into three with two lines drawn down the page. Using a pen or pencil as a pointer, read each line of text by allowing your eye to fall only in the middle of each of the three sections, as indicated by your pointer.

5. Conclusion

Improving reading skills will reduce unnecessary reading time and enable students to read in a more focused and selective manner. Students will also be able to increase your levels of

understanding and concentration. The above guides shows how to read with greater efficiency and effectiveness by using a range of different reading skills.

References

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