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READING TEACHING MODEL BASED ON CULTIVATION OF INNOVATION ABILITY

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ABSTRACT

English reading course is a compulsory course for English majors at the fundamental stage in universities. However, for a long time, it is hard for reading course to go out of the difficulty of single teaching model and not good teaching effect. With the development of computer network, network has been increasingly introduced into foreign language teaching. Based on the analysis of the problems of English reading teaching model and guided by constructivism theory and schema theory, this paper aims to explore new English reading teaching model under the internet circumstance. By analyzing the positive effect of network resources on reading course reform, the author raised the new reading teaching model which combines the traditional reading teaching and the network reading teaching. The change of reading teaching ways improved the defects and deficiencies of traditional reading teaching and created suitable learning environment for students which can make their initiative be given full play so as to promote their cultivation of innovative ability.

**Key words:** network reading, reading teaching model, innovation ability

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1. INTRODUCTION

Psycholinguistics shows that reading is a highly active creative behavior. That is, based on the known information and the existing knowledge and experience, it is the process of readers' screening, classifying and interpreting information. It is the interactional communicative behavior between the reader and the author through the medium of discourse. This view has been widely accepted. Adam (1982), Goodman (1976) and Nuttal (1982) all expressed a similar view.

Under the overall background of network era, reading model has changed a lot. Chinese scholars began to explore new reading teaching model to cultivate real English professional talents suitable for the demand of era development. From the concerns of educational circles, the task-based teaching model (Yixin Qian, 2008), discourse analysis teaching model (Wei Fang, 2007) and interesting reading teaching model (Yong Su, 2001) have received widespread attention. Although these patterns emphasize different aspects, they are to overcome the shortage of the traditional reading teaching model.

## 2. Theoretical Basis

The development of modern teaching theory starts from "teacher-centered" theory. American famous psychologist David P. Ausubel constructs the framework of his "learning and teaching" theory through three aspects of "meaningful accepting study" theory, "advance organizer teaching strategy" and "motivation theory" and establishes teacher-centered transfer—accepting teaching model [1]. Constructivism formed in the mid and late 1990s. According to constructivism, learners understand the objective existence of the external world and give its meaning based on their own experience [2]. Constructivism is an important theoretical foundation of network education and has a profound education history origin which mainly originated from J. Piaget and Lev Semionovich Vygotsky's cognitive development research [3]. The core of the constructivism learning theory is learner-centered, emphasizing learner's active exploring, discovering knowledge, and active constructing the learned knowledge. "learning to experience and experiencing to learn" is highly advocated. Network reading is based on such learning concept. From "teacher-centered" to "learner-centered" theory and practice, the emergence and popularization of network teaching need optimization and integration of different teaching and learning resources so as to form the organic blended learning theory which emphasizes the unity of teachers' leading role and students' dominant role. It combines the advantages of traditional teaching and network or digital learning. On the one hand, teachers play a leading role in the teaching process; on the other hand, learners' autonomisation is paid attention to as learning subject.

Piaget's (1980) schema theory holds that cognitive structure can be showed by schema [4]. Schema is featured by wholeness and can be developed at the same time. In the process of interaction with the environment, through assimilation and accommodation, people achieve equilibration with the environment which leads to change in individual's internal schemata. Learning is a dynamic process. Learning process is to realize assimilation and accommodation through the interaction with the external environment by learning and gradually construct internal schema about the external world knowledge, thus leading to the transformation and development of their own cognitive structure. According to schema theory, schema is constructed from three levels of language schema, discourse schema and content schema so as to cultivate and improve students' overall understanding and cognitive ability of reading materials.

Schema reading theory emphasizes two aspects: content and structure. First, the content schema. There is a phenomenon in the teaching. Although students understand every word, every sentence of the article, they still can't understand the meaning. According to schema theory, the reason is that students don't have relevant content schema, namely the lack of enough background knowledge required to understand the text itself or failing to start the content schema and therefore the information of the article and the knowledge in the brain cannot be linked [5]. In foreign language reading, foreign cultural background knowledge is an important part of content schema. Lack of understanding of the national culture is often a key factor to cause reading difficulty. The reason that some students sometimes can't understand the meaning of certain articles is that content schema in their mind can't match new input language information because of cultural differences. That is, content schema can't explain language information.

Second, structure schema. Reading comprehension is not only affected by the difficulty of language expression and content of the article but also affected by the structure. Different types of articles have different characteristics and framework. In the practical English reading teaching, students seem to understand each paragraph of the article, they cannot see the nature of the inevitable relationship between paragraphs. This is because the existing structure schema in readers' mind can't integrate and assimilate with the structure schema in the article. Schema theory unites reading comprehension, understanding of national culture and the understanding of frame structure of the article organically. At the same time, it combines the understanding of discourse with context, which more comprehensively describes the nature of reading process.

### 3. Problem of Traditional Reading Teaching Model

#### 3.1 Phenomenon of "extensive reading is not extensive"

The phenomenon of "extensive reading is not extensive" exists generally. Extensive reading has turned into intensive reading and translation. In the extensive reading class, many teachers usually split articles into

separate sentences, and then explain vocabulary, grammar, translation of long and difficult sentences. By this method, students grasp a lot of words, phrases, sentence patterns and grammar, but they are not guided to use skim strategy to understand the main idea and structure of articles from overall discourse, thus they are not cultivated to have the ability of assumption and judgment, analysis and induction, reasoning and testing.

Also students are not guided to extract useful information quickly and accurately by using all kinds of reading skills and understand information. Students are listening passively instead of reading actively to understand articles.

### **3.2 Teacher-centered Teaching Model**

In traditional extensive reading class, teacher-centered teaching model is widely used. Teachers transmit single information to learners, which is single form of information flow of classroom discourse. In such traditional teaching model, due to the extreme lack of meaning negotiation, students learn very passively without inspiring their reading interest. Student's reading subjectivity, enthusiasm and creativity is not motivated, thus ultimately affecting language acquisition. Shutang Zheng carried out a classroom teaching research and pointed out that teachers who usually explain new vocabulary and grammar in the classroom account for 87.2%, those who usually organize activities account for only 27.6%. While 74.5% of students think classroom lecturing accounted for most of the time. Now from questionnaire survey, there are still a lot of students who reflect the basic teaching model of extensive reading is teacher explain teaching materials step by step. Teaching process still focuses on the improvement of reading skills and enlarging vocabulary.

### **3.3 Neglecting of Reading Ability**

As an important part of language competence, reading ability has not been paid enough attention to in the education for English majors or due effect has not been reached. Reading will not only improve the students' reading skills and enlarge vocabulary, extensive reading can enlarge students' knowledge, enhance the language knowledge, and understand English culture. Reading widely is a practical and important way to improve English learners' language ability. Non-language factors impact a lot on the teaching of extensive reading.

Cultural background knowledge is very important in the understanding of the article. Knowing background knowledge will make readers understand the article more quickly and accurately. Language is the carrier of culture. Language is a part of culture. Cultural background information outside language in the text is always the nonverbal elements extensive reading teaching emphasizes.

### **4. The Inspiration of Network Resources for Extensive Reading Course Reform**

First of all, network resources have the characteristics of universality, sharing and promptness. Broad network resources can better solve the limitations of teaching material which is not too extensive. Network resources are all-inclusive, with various types and comprehensive content. From the content point of view, there are such aspects of knowledge as culture, sports, health care, entertainment, history, geography, biology, science and technology and environmental protection. From the form point of view, there are news report, newspapers and periodicals, original reading materials, photographs and charts, analysis and reasoning. They cover the teaching material and students' concerned topics and students' interest in reading can be stimulated from multiple angles. As long as teachers establish subjects or material categories, due to the sharing characteristics of network resources, teachers can quickly find the required information or material. Quick speed of the search engine greatly facilitates the teachers' selection, and after integration of these data, teachers can construct material group and realize the regional resources sharing. Network resource materials are fresh, easy to update. As a result of the limitation of objective conditions, the reading material in the textbooks are often old and outdated, while the constantly updated dynamic data on the network can provide students with the latest relevant information. Reading about the hot issues may greatly improve the students' reading fun.

Second, the network environment has greatly increased the cooperation between the students and teachers, which can effectively improve the condition that teachers and students' interaction in the classroom is insufficient and the cooperation between teachers and students is little. After class, the teacher can

communicate with students through blog, E - mail, MSN and other means. Teachers can timely guide students to solve various problems in the learning process.

Finally, the network environment provides students with an effective supervision and detection platform. Teachers can timely understand the students' reading performance through the blog, E - mail, MSN and other means which greatly improve the efficiency of teaching and learning.

Combined with the above network resource advantages and based on the above theory, we constructed the following new reading teaching model by combining traditional reading and online reading. We should retain the advantage of traditional reading teaching strengths: the teachers mainly act as a guide. Rich emotions expressed by face-to-face communication between teachers and students are definitely more appealing and harmonious than the emotion transmitted by machines.

### **5. Combination of Traditional Reading and Online Reading**

Network reading is not the negation of traditional way of reading, but a useful supplement to the traditional reading. Text reading is a kind of extension and sublimation to network reading. Whatever reading carrier is chosen, we will face the problem of choosing content. Guiding reading should advocate what to read instead of in what ways. As a reader, no matter you are holding a book, or click and browse on the internet, the key is what content you are reading and to make your heart calm down and go in between the lines. Network reading and traditional reading can be implemented without coming into conflict and bring out the best in each other, therefore, we should build the new reading model by combining network reading and traditional reading.

5.1 Constructivism learning theory emphasizes learning is always connected with certain social cultural background, that is "situation", so English reading teaching should make full use of the advantage of virtual reality and artificial intelligence of network and carry out elaborately designed all kinds of contextualized dynamic interaction activities. By studying online search based on the task, discovering or collaborative learning, learners can discuss and communicate with English speakers concerning reading topics and views. With real, natural language input, students can strengthen the knowledge experience, find out language law and construct their own language system in meaningful real or virtual learning situation.

#### **5.2 Helping students build content schema and structure schema**

According to schema theory, in English reading teaching, the input of content schema and structure schema is meaningful to the cultivation of English reading skills [6]. Content schema refers to all the background knowledge the reader has about the article content, like politics, economy, culture, history, geography and so on. Structure refers to the background knowledge about genre, the structure of the article. The more knowledge the reader has about the content and structure of the reading material, the deeper reader's degree of reading is. In English reading teaching, teachers should give students input information as much as possible, let them gain various knowledge in order to make students build rich schema network system. At the same time, it is recommended that students make full use of network resources and read a large number of Chinese or English articles related to one's interest. When the teacher asks questions in class, certain students will provide relevant background information to target article. Teachers can make use of the information provided by students to discuss and explore the topic further and make the whole class build corresponding content schema so as to minimize the difficulty of reading comprehension, to speed up the reading speed and improve reading efficiency.

Structure schema of an article includes three levels: sentences, paragraphs, and discourse. Effective reading stays not only in the understanding of the article sentence but also the understanding of the logical relationship between two paragraphs and the main point and the theme of the text. At the same time, readers should understand how the theme and views of the article are expressed and passed to the reader. Teachers should instruct students to do discourse structure analysis. According to different forms of discourse, the teacher can repeat training, let students understand the structure representation and expressing methods of all kinds of genres gradually so as to achieve twice the result with half the effort.

5.3 Under the network environment, students' autonomous learning ability can be improved gradually. Network teaching can make students use abundant, open and sharing network resources and learning support

system to learn autonomously in a real or virtual situation. They can choose their reading materials and reading strategies and formulate studying plan according to their own English level, hobby and need.

#### 5.4 Reserving the Advantage of Traditional Reading Teaching

We should retain the advantage of traditional reading teaching strengths. The teachers mainly act as a guide. College students have adapted themselves to traditional "teacher-centered" teaching model and got used to depending on teachers. When they practiced reading on the internet, they will become dazed. It seems that they don't know the direction because of weak ability of autonomous learning. Thus teachers are needed to guide students' network learning by offering some teaching tasks. At the same time, the effectiveness of learning can be ensured by students' self-checking, peer review and teachers' spot check. Besides, the humanization role teachers play can eliminate students' anxiety and disappointment in network reading. In traditional teaching model, teachers and students can face to face, interact with each other. Timely communication can make teachers resolve difficulty and clear the learning barriers quickly and accurately. Rich emotions expressed by face-to-face communication between teachers and students are definitely more appealing and harmonious than the emotion transmitted by machines.

#### 6. CONCLUSION

Network changed people's concept of learning and education. Education process is a selection process in essence while the learning process is the process of acquiring, choosing information and then self-constructing knowledge. Under this circumstance, whether in content, time, space, or learning method, the extensive reading course teaching process should change from "teacher-centered" teaching model to "learner-centered" teaching model, from inheriting education to innovative education.

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