

Problems and Countermeasures of College English Reading Teaching

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Abstract

Reading teaching occupies a large part in college English teaching, but the actual teaching efficiency has not been satisfactory. This paper analyzes the problems in College English reading teaching and puts forward some effective countermeasures.

Keywords

college English; reading teaching; problems; countermeasures.

1. Introduction

Reading is a process of obtaining the information. It is also an important way for learners to master language knowledge, broaden the horizon, and inspire the thoughts. Reading teaching plays a vital role in college English teaching. How to improve the teaching mode of college English reading and effectively promote the students' reading ability has long been the concern of English teachers and teaching theorists. In this paper, the author analyzes the current existing problems in college English reading teaching, and then the countermeasures are put forward on how to optimize the teaching methods.

2. Problems of College English Reading Teaching

2.1. Reading Materials are Single and Students Lack the Interest in Reading

Nowadays, there are specific reading classes with specialized reading materials for students in college English reading teaching. However, most of the articles selected in these reading materials are chronological and do not timely reflect the hot topics in today's society. Students cannot find the topics they are interested in, which is not helpful for future study and life. Therefore, students naturally lack interest in this kind of reading class.

2.2. Teachers Focus on Explanation of Vocabulary and Grammar, and Ignore the Cultivation of Students' Reading Skills and Methods

Teachers influenced by the traditional English teaching theory will one-sidedly believe that reading teaching is to master grammar, vocabulary and linguistic knowledge, and ignore the cultivation of students' reading skills and methods. Nevertheless, in the process of reading teaching, teachers greatly stress on the understanding of the literal meaning in the article, ignoring the interpretation of the meaning of the whole text. They spend most of time explaining the reading material in detail, do not mention the deepened meaning of the article, and rarely systematically cultivate students to grasp some logical meaning and skills of acquiring words, which directly overlook the training of students' skimming, scanning, word-guessing ability. In this sense, when students do the analysis and understanding of the text meaning, it will be difficult for them to comprehend the author's writing purpose.

2.3. Teaching Objectives and Actual Communication Needs do not Match in College English Reading Training,

In practical work and communication, most of the texts we encounter are practical ones, such as work letters, notices, and media articles in life, which leads to the loose combination of learning and practice. At the same time, ESP (English for Specific Purpose) course has not been set up in most colleges and universities. Most non-English majors will no longer have the task of learning English after two years of college English courses. The lack of reading training in professional fields is also one of the reasons why students are not competent for English working environment in practical work.

3. Countermeasures of College English Reading Teaching

3.1. Cultivating Students' Interest in Reading

Teachers should center on cultivating students' interest in reading. First of all, the reading materials should be diversified. Teachers can choose a variety of reading texts from any sources, which are not limited to the articles in the textbook. With the development of the times and the popularization of Internet and mobile technology, the information source and quantity that can be contacted every day are wide. Teachers should carefully select the reading materials that meet the teaching requirements and stimulate students' interest. The themes of the reading materials can involve many fields, such as science and technology, education, entertainment, current affairs and politics, etc., which can not only cultivate students' interest in reading, but also expand their knowledge. Secondly, reading forms are varied. Reading should take the form of "on-line plus off-line" and "in-class plus after-class". In addition to the reading materials provided by teachers in classroom teaching, students can use the Internet and mobile devices in their hands to browse English websites online and download various English apps for reading. This can make full use of the fragmented time outside the classroom and realize the integration of "on-line plus off-line" and "in-class plus after-class".

3.2. Developing Students' Good Reading Skills and Habits

In reading teaching, many students often have some bad habits or wrong methods, which seriously affect their the improvement of reading speed and comprehension ability. Thus, Teachers in the daily reading teaching ought to develop the students' good reading skills and habits. In the first place, developing students' overall understanding of the text is a must. Teachers should actively train students to read the text according to the meaning group, cultivate their ability to grasp the overall understanding of the text, so that they can understand the text as soon as possible and accomplish the understanding of the reading material in the shortest possible time. Secondly, developing students' silent reading is vital. In the daily study, teachers need to make students develop this kind of good habit. That is, silent reading means that students can quicken the speed of reading the material with the help of the concentration of eyes and brain, which eventually improve students' overall reading ability. Lastly, making students be aware of the importance of the accumulation of reading is also necessary. Teachers can require students to strengthen the reading of English books and newspapers, and gradually cultivate students' fast reading and understanding ability. Therefore, in the course of college English reading teaching, teachers should pay special attention to the guidance and training of these good reading skills and habits.

3.3. Paying Attention to the Infiltration of Cultural Background Knowledge

Effective reading not just needs the literal meaning of the article, but also the infiltration of the corresponding cultural background knowledge, in order to understand the meaning of the article from a deeper level. Therefore, the cognitive degree of Western background culture is

also an important factor affecting students' English reading ability. With the increasing frequency of cultural exchanges between East and West, more and more Western cultures are integrated into the development of our economy and culture, and play an important role. As a carrier of culture, language is closely related to cultural background. The process of reading and understanding language is also the process of cognition and understanding of foreign culture, which directly influences the ability to comprehend the English reading text and use language. Therefore, teachers should pay attention to the introduction and infiltration of cultural background in daily teaching activities, including different knowledge of geography, history, economy, politics, culture and so on in English-speaking countries. In the meanwhile, teachers can also quote some famous allusions to arouse students' interest and guide them to understand the contents of reading materials with the thinking mode and cultural characteristics of English-speaking countries.

3.4. Establishing the Teaching Principle of Being Student-centered

Reading refers to a rational process in which learners accept information from written language and obtain text meaning through their own visual recognition of semantic symbols. And also, reading teaching is a system that includes learner, teacher, goals, materials, strategies and methods, etc. In the teaching activity of reading, students are the main body of reading and the destination of reading teaching. The realization of reading teaching objectives depends on the extent to which learners participate in reading activities. Therefore, the teaching of reading should have the clear teaching objectives according to the students' mental development, optimize the teaching contents, and arrange the teaching process reasonably. In this way, in the process of college English reading teaching, teachers should change the teacher-centered and knowledge-oriented approach, establish the teaching principle of being student-centered, improve the teaching methods in practice, give full play to the main role of learners' cognition, and make them autonomously establish their knowledge system in the reading process.

4. Conclusion

College English teachers should recognize the problems existing in reading teaching, analyze the problems from the three aspects of teaching practice, teachers and students, and actively find out the countermeasures so as to improve the effects of reading teaching.

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