

Practice and Enlightenment of Children's Graded Reading Promotion in Taiwan

Zhao Yan

Shaanxi Xueqian Normal University, Shaanxi Xi'an, China 710100

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Abstract: In Taiwan, children's graded reading practice was carried out earlier, and reading promotion was carried out to cultivate children's reading interest. The mainland can learn from the experience and shortcomings of Taiwan's graded reading, plan to promote reading education, improve the reading environment in remote areas, and attach importance to the reading experience from the international reading assessment, and then establish a reading knowledge indicator system to form a school reading curriculum community. On this basis, it is necessary to work together to promote the sustainable development of reading.

1. Introduction

Reading is the foundation of all learning and the key to sustainable development. Through reading, you can develop a habit of thinking, which plays a key role in the learning of children's knowledge and the development of personality^[1]. Accompanied by the 2012 "National Reading" written in the report of the 18th National Congress, was written into the government work report in 2014, and the State Council announced to the public in 2017 the "National Reading Promotion Regulations (Draft for Comment)", China promotes reading Legislation has entered the "fast lane." Children's reading plays an important role in the comprehensive reading promotion, and has become a breakthrough and entry point for all people's reading. In recent years, under the active promotion of children's graded reading in Europe and the United States, Taiwan has tried and promoted children's graded reading activities earlier. Compared with the exploration of children's graded reading standards and paths in mainland China, the formulation and promotion of graded reading standards in Taiwan, it has certain reference significance to the mainland.

2. Children's graded reading and promotion experience in Taiwan

The Taiwan region has improved children's reading literacy and perfected the reading system from the aspects of teaching knowledge, resource integration, interest and supporting measures, and formed a series of valuable reading and promotion experiences.

2.1. Plan to promote children's reading in stages and pay attention to children from vulnerable groups

The "Taipei Newborn Reading Starts" series in Taiwan has a lot to learn from – a reading bag for newborns (for infants from 6 to 18 months), including the Taipei City Government The picture

book presented by the Xinyi Foundation, the first 20 carefully read book lists carefully selected, guides parents on how to read the guidebook for parent-child reading, and introduces the introduction and lecture information about the start-up activities. After the official launch of the event, it received support and recognition from all walks of life. In the second stage of Taiwan's graded reading, "Focus 300 – National Primary School Children's Reading Program", the focus of reading work focused on "300 schools with insufficient cultural resources" and established the "Focus School Children's Reading Promotion Committee". The focus school constitutes the "Children's Reading Work Circle" to help the reading promotion of primary schools in remote areas.

2.2. The improvement of children's graded reading evaluation system

The Taiwan region has developed a nine-year consistent development of language reading ability in order to become the basis for a graded reading system. The ability index is based on the cultivation of the ten basic abilities of modern nationals. The language ability is divided into six areas: phonetic symbol application ability, listening ability, speaking ability, literacy and writing ability, reading ability and writing ability^[3]. further improved the system of hierarchical reading. Improve the PIRLS international reading literacy assessment system. This system is an international reading test for fourth-grade students. The fourth-grade students are in a transition period from "learning to reading" to "learning from reading". Scholar Chall found the phenomenon of 'fourth grade landslide', meaning that some formerly better students may begin to feel that reading is difficult during this period^[4]. Mainland China has not participated in the test, and only Hong Kong and Taiwan, China, have participated in the study. Taiwan participated in PIRLS for the first time in 2006, ranking 22nd. It shows that the school's promotion ability and students' reading motivation are insufficient, and students' reading comprehension, integration and analysis skills are also insufficient^[5]. After joining the international assessment in Taiwan, classroom reading has changed direction, and began to emphasize the presentation of reading effects and the use of reading strategies.

2.3. Promote reading education in schools by reading the teaching community

Since 2000, Taiwan has actively promoted reading, taking schools as the basis, giving full play to students' individual advantages, establishing various grading indicators and communities to promote reading. School education has formed four valuable experiences: First, Chinese curriculum standards Reflected in reading. In the 2008 Chinese syllabus, the reading materials included representative works in domestic and foreign literature, and analyzed the differences in reading teaching inside and outside the class. Text teaching should study the content, then go deep into the form, and then appreciate the chapter structure, rhetorical techniques, connotation features and style. Second, strengthen the teacher training for reading and improve the ability of teachers to read teaching. The Taiwan region pays more attention to teachers' reading teaching strategy training, and establishes a community of reading teaching step by step, so that experienced and interested teachers can take the lead in sharing experience. For example, Taichung City is paying more attention to the reading process in recent years. Teachers have the ability to appreciate works. Students have morning reading, online system certification and other activities. In terms of teachers, they have creative reading and sales masters, e-book production, reading strategies and so on^[5]. Third, explore the reading teaching strategies of different styles. In the lower grades of literature reading teaching in Taiwan, prediction and direct teaching methods are often used. Because the children of this stage are rich in imagination, through the guidance and observation of teachers, children can exert their instinctive nature. It will focus a lot of time on classroom activities, mainly by teachers directly asking questions, the answer is specific, and has advantages in terms of

students' basic knowledge and word meaning analysis. For middle and upper grade students, KWL's teaching method enables students to pass the existing experience to find the knowledge you want to acquire, and use the scaffolding to share your feelings.

2.4. Civil society, library and publishing industry work together to promote the development of graded reading

In the promotion of children's reading in Taiwan, the non-governmental institutions, libraries and publishing fields have become the main force of promotion. First, folk institutions exude vitality. The "Taiwan Reading Association" related activities stimulated the reading enthusiasm of the private groups. Among them, Lin Zhenmei's "Little Big Reading Club" was one of the most influential in the folk reading clubs. At one time, there were nearly 50 reading leagues. "Story Mom" is to promote reading to all areas of Taiwan, making reading everywhere. Storytelling is a kind of cultural activity. It is an indispensable skill for teachers and an important way to pass on oral literature. In Taiwan, promotion groups with storytelling as the main carrier have been established in various places, such as the Caterpillar Children's Philosophy Foundation, the Taipei Banqiao Story Association, the Kangaroo Mother Reading Club, and the Keelung Story Association. For example, the Caterpillar Children's Philosophy Foundation. This foundation has been hosting the "Shuxiang Man Taiwan Story Mother Study Program" for five consecutive years^[2]. Second, the reading environment is constantly optimized. The school library in Taiwan has a certain influence on the reading behavior of students. The administrative department raises funds or uses the folk power to invest in the construction of the library and enrich the reading resources. The class library corner, the school library and the community library, and the municipal library realize the sharing of resources and borrowing information to further meet the interest needs of children readers. They receive training in the library to help the school interpret reading strategies and achieve reading sharing. At the same time, local libraries also regularly invite cultural and educational institutions to cooperate to hold the annual Taiwan Reading Festival, to arouse people's interest in reading and develop good reading habits. There are "About with Writers" and "Open book walls". "Scented Love", "Multicultural Kaleidoscope", "Magic Story" and many other novel reading activities to attract more readers into the library.

3. Enlightenment from the promotion of children's graded reading in Taiwan

In Taiwan, children's graded reading and promotion experience is mainly based on the development of children's reading interests and habits. The reading style of the society has improved. People have begun to realize that reading is an important ability, the experience of its promotion has provided reference and consideration for the development of continental reading.

3.1. Adjust the reading policy in a timely manner, and promote it in a focused manner in stages

When formulating graded reading standards, the mainland can also conduct a graded reading attempt based on factors affecting children's reading behavior at all ages. The grading standard for reading the starting point is that "the reading behavior of infants from 0 to 12 months old is the receiving reading period (0 to 3 months), the discovery of books (3 to 6 months), and the intentional exploration of books. (6 to 9 months) and active participation in book reading (9 to 12 months) and other four periods."^[2] Graded reading needs to pay attention to the behavioral characteristics of each stage of the child, such as children under 3 years old. Focus is short-lived, full of curiosity about things, like to move around, and need to strengthen repetition, hands-on operation and parent-child

reading in reading promotion.

For children in remote areas, and to improve the reading resources of schools in relatively backward education areas, these measures are worth learning in the mainland, and the children's reading is implemented. If you plan to train the seed teachers who are reading, strengthen the faculty of schools in rural areas, and then increase the manpower to promote reading. With substantial funding and books to help, combined with the selection of excellent children's books in the publishing industry, the grading of reading has become a continuing goal to improve the of children's reading in remote areas, in terms of resources, teacher training, integration of school libraries and private institutions, and research and development of teaching strategies become.

3.2. Actively participate in the international reading assessment system to achieve scientific evaluation of reading content

Although the mainland did not participate in the study, this test has a lot of influence on the development of children's reading ability. The most profound is the reform of the Chinese syllabus, that is, in addition to the textbook teaching, students should be exposed to more diverse information and encourage the design and use of multiple texts. In the planning of the school curriculum, in addition to the language curriculum, continuous text and discontinuous text should run through the curriculum in different fields, giving the child a quiet reading time every day - "10 minutes in the morning reading", paying attention to the development of interest. And the use of teachers reading strategies.

Compared with mainland China, the grading reading focuses on content introduction, work evaluation, market situation analysis, etc., Taiwan's attention to text content measurement, such as text difficulty, readability, type, Chinese semantic corpus, hierarchical reading core bibliography, etc. More detailed. The hierarchical reading system is similar to the concept of game upgrade, with operability and flexibility. In terms of vocabulary identification, the indicator system focuses on the pronunciation, glyph, grammatical structure, linguistic context and fluency, and punctuation. The level of reading comprehension clearly points to the search for abstracts, integration of information, and familiarity with various types of genre, including continuous and Non-continuous text and able to make direct inferences. In the reading application, I have paid attention to the use of various reading techniques, such as asking questions, predicting the following, reflecting, contacting personal experiences and other reading strategies, and transforming the reading into presentation, writing, performance, discussion, and theme reading activities. With the in-depth development of the mainland Chinese curriculum reform, the scientific evaluation of reading content has attracted attention in interdisciplinary style. At the 2014 International Children's Grading Reading and Education Forum, participants used Chinese text analysis to determine content measures. And with the help of big data, cloud computing and other network technologies and brain science related results.

3.3. Strengthen the development of reading teaching strategies to further enhance teachers' ability to read teaching

The mainland began to reform the Chinese textbooks from 2017, marking the official end of the era of "one program and many books." The textbook emphasizes classicity and literary beauty, attaches importance to extracurricular reading, emphasizes different methods of teaching in different styles, and links with real life, paying attention to literary works of different cultural backgrounds. This move and the concept of Taiwan It coincides. On the basis of attaching importance to tradition and regional culture, the mainland can fully draw on the development advantages of Taiwanese children's books, and develop original children's books in the selection of

text content of reading teaching with folk stories, folk customs and humanities, so that it includes literature, science and art. Stylistics can include fairy tales, novels, essays, children's poems, nursery rhymes, children's songs, and drama. Schools and teachers guide students to use the thematic method to read novels or class-reading methods to complete the whole book. They can also use the reading teaching strategies in Taiwan, such as abstract method, prediction method, and bracket method to teach children to use different reading teaching strategy. For teachers in the first-line schools in mainland China, the most urgent thing for graded reading is to learn reading strategies for different styles. Teacher reading training focuses on teaching teachers specific activities to improve children's reading ability, such as reading aloud, writing book reviews, and thematic activities, readers theater performances, games, reader competitions, etc., schools should encourage teachers to participate in the corresponding workshops to enrich their abilities. Through these measures, reading teaching is naturally integrated into the development of the Chinese language system.

3.4. Achieve cross-institutional cooperation to enrich library and publishing resources

Since 2008, children's reading promotion in the mainland has received widespread public attention. However, reading promotion involves all levels. The limited human and material resources of a single institution are difficult to fundamentally unite the consensus. In the field of integration of civil institutions, libraries and publishing, and cross-institutional cooperation, there should be a more open attitude, regardless of government and civil society, the publishing industry and libraries, using information technology and multimedia for cross-border communication to become a trend of promotion in children's reading in the future. In June 2018, China Publishing Group, Shaanxi Preschool Teachers College and nearly 20 well-known principals, famous teachers, experts and teaching and research personnel from Shaanxi Province held the launching ceremony of the Shaanxi Children's Reading Seminar and Primary School Pupils Recommended Reading Book Selection Initiation Ceremony. A series of activities is a demonstration of the cooperation between the parties. The network resources make the reading medium no longer limited to paper book selection, but also extend to digital resources such as e-books. The reading mode of the people is invisibly affected by the digital age. One the one hand, the reading promotion of the library needs to provide new reading methods, integrate digital resources to achieve a multi-channel online reading service system; on the other hand, establish a network knowledge collation and evaluation mechanism, cooperate with publishing organizations, use authorized digital publications, design theme activities website, online reading Clubs and other readings promote new communication platforms, and achieve the driving effect through the influence of peers.

4. Conclusion

After more than a decade of reading and promotion in Taiwan, the voices of reading have spread throughout the aboriginal tribes, remote areas, communities and schools in Taiwan, from image reading to text reading, from paper books to e-books, from reading aloud to listening to books, the promotion of children's reading is not only in the craze, but gradually promoted is the systematization of children's reading education. It can also be seen that reading promotion requires education departments, libraries, publishing circles, private institutions, schools, The cooperation of all parties in the family. Although there are still many problems in reading promotion in Taiwan, such as the reading evaluation index system needs further quantification, the school lacks a faculty team with reading professional training, and the grasp of reading strategies cannot effectively combine the interest of children in the curriculum, but just like Hehe Sunxiong's words: The children's eyes can understand the truth of the soul. Children's reading promotion is not an

immediate prescription. Children need to be infiltrated to obtain long-term nourishment. Excessive ripening and birth will only have a negative impact. The experience of reading development and the problems reflected are worthy of our deep thought.

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