

Application of English Language and Literature in English Reading Teaching

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Abstract: With the increasing attention paid to reading in College English teaching, the introduction of various teaching forms has promoted the improvement of the actual teaching quality. Among them, English language and literature as one of the main teaching methods, through the combination of reading teaching, to a certain extent, better promote the improvement of students' reading skills. Based on this, this paper makes an in-depth study of the practical application of English language and literature to promote the improvement of students' reading ability in College English teaching.

There are many kinds of College English reading in Colleges and universities, which are classified according to the purpose of reading, including general English reading, academic English reading and professional English reading; classified according to the degree of reading carefulness, including intensive reading, extensive reading and intensive reading; classified according to the requirements of reading speed, including fast reading and general reading. Regardless of the type of English reading, the society is increasingly demanding on the breadth and depth of students' reading. The reading ability has become an important index for English learning.

1. The present situation of college students' English reading ability

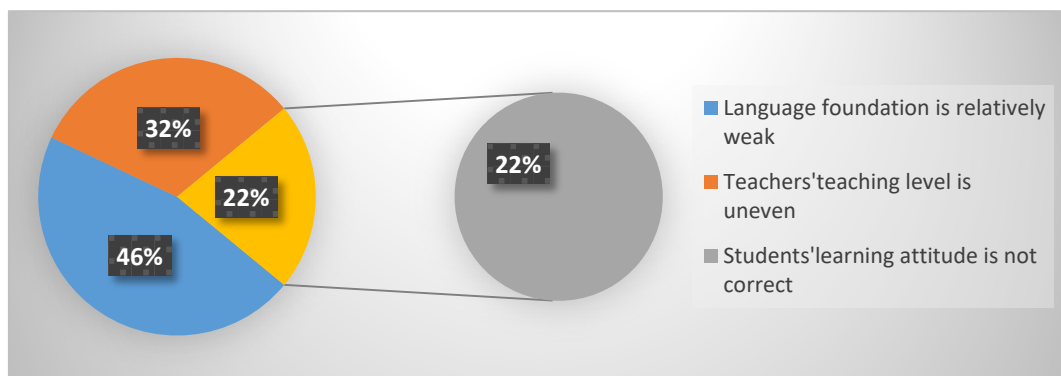


Fig.1. The Present Situation of College Students' English Reading Ability

As shown in fig.1, a detailed analysis is presented below.

1.1 Weak language foundation

The basic knowledge of English language mainly includes phonetics, vocabulary and grammar. Many college students have obstacles in English reading. The main reason is the insufficient vocabulary. The mastery of vocabulary determines the students' understanding of the content of the article in the process of reading.

Although students have mastered a certain vocabulary in middle school, there are still a large number of students who are not familiar with vocabulary, let alone can not use it skillfully. In this way, students' thinking is interrupted by unfamiliar vocabulary in the process of reading. At this time, many students will turn their attention to guessing the meaning of unfamiliar words, which not only limits students' reading speed, but also is not conducive to students' understanding of the whole article^[1].

Similarly, grammar knowledge is the main content of students' learning in middle school. In college, students' learning focuses on how to correctly use grammar and lexicon. However, the fact is that college students are not familiar with the basic grammar. When there are long sentences in the article, they can not understand the translation correctly, which leads to the deviation of the understanding of the whole article.

1.2 Teachers' uneven teaching level

In the current teaching of English language and literature in Colleges and universities in China, the teaching staff is polarized. Older teachers have strong basic knowledge, but their teaching concepts are old-fashioned. Young teachers have active thinking and diversified teaching methods, which can effectively activate the classroom atmosphere.

However, due to their lack of experience and work experience, their basic knowledge is not very solid. Another important reason is that although some teachers have rich knowledge of English language and literature, they can not integrate their knowledge into the actual teaching, which also makes the actual level of English language and literature teaching limited^[2].

1.3 Students' incorrect learning attitude

Many students learn English not because they are interested, but because they are prepared for the exam. Students learn English with psychological burden and incorrect learning attitude, which greatly reduces the actual teaching effect. Like College students, they learn English in order to cope with CET-4 and CET-6. Therefore, in the process of learning English, they are in a relaxed state.

Students do not attach importance to English learning, so they can not grasp the correct method of English learning, which results in a kind of exclusion of English. Students do not correct their learning attitudes, so that students can master more words and grammar, but it is difficult to apply it to the study of English language and literature. Therefore, the overall English level of students can not be effectively improved^[3].

2. Strategies for Developing College Students' English Reading Ability



Fig 2. Strategies for Developing College Students' English Reading Ability

As shown in fig 2, a detailed analysis is presented below.

2.1 Developing students' good reading skills

In order to improve college students' reading ability, it is a good way to strengthen their reading skills training. In terms of reading methods, different methods can be used for different articles. Reading can be divided into intensive reading, extensive reading, fast reading and so on. These three reading methods can be used comprehensively. When the understanding of the article does not constitute a certain obstacle, we should adopt extensive reading, ignoring those complex structures. But for the central point and key point of the article, we should use intensive reading to analyze and understand it. Reading can be done purposefully through problem presupposition. In addition, if you want to quickly grasp the meaning of the article and grasp the center of the article, you should adopt the way of fast reading. For example, find out the numbers, locations and characters in the article, and then analyze them according to the relevant content^[4].

Another reading skill is to categorize the genres of the articles. For example, the narrative can analyze the center of the article through the cause, process and result of the event. The center of the exposition usually appears directly in the article, mostly at the beginning or end of the article. Argumentation is mainly about a topic, usually the center will be reflected at the beginning and end of the title or article.

2.2 Setting reasonable teaching objectives and scientific teaching tasks

At the stage of College English teaching, the development of reading course should set reasonable teaching objectives and scientific teaching tasks to a certain extent, so as to standardize teaching activities and improve teaching effect. In the teaching of English language and literature, the monitoring theory embodied in it requires students to achieve self-regulation and self-monitoring in reading.

However, due to the differences between students' abilities in learning and their actual mastery, the problems encountered in learning are different. Teachers need to guide students appropriately, set teaching tasks and teaching objectives according to students' actual abilities, and ensure their rationality. When the tasks are completed, students will acquire higher knowledge content in reading, so as to strengthen reading ability^[5].

2.3 Improving the overall teaching level of teachers

In view of the uneven actual teaching level of English teachers, schools need to strengthen the overall training of teachers to improve their comprehensive teaching level. Teachers should be good at summing up teaching experience and methods in practice, constantly strengthening their teaching ability, and improving the teaching efficiency of English classroom by innovating teaching methods and means. Only by setting up the concept of lifelong learning can teachers keep pace with the times and constantly renew their teaching concepts so as to cultivate real practical English talents.

3. Conclusion

In College English teaching, teachers should first pay attention to students' mastery of basic vocabulary and grammar knowledge, and at the same time pay attention to cultivating students' interest in reading. Through a large number of reading training, enriching students' vocabulary, expanding students' knowledge in all aspects, paying attention to the infiltration of cultural background knowledge in teaching, so that students can gradually form good reading habits on the basis of reading articles on different subjects.

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