

Analysis on the Application of Interactive Reading Model in the Teaching of Reading for English Majors

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Abstract: There are many kinds of reading models defined in the study of reading theory, among which the most characteristic ones are the bottom-up reading model, the top-down reading model and the interactive reading model. Among the three reading models, the interactive reading model can make up for the deficiencies of the other two. Interactive reading model also plays a certain role in English reading. Therefore, in the teaching of reading for English majors, teachers can make use of this model to carry out classroom teaching and improve the teaching quality, so as to improve students' reading comprehension and meet their learning needs.

1. Introduction

In the traditional teaching model of English reading, teachers often do not attach importance to students' learning subjectivity, believing that reading is a passive decoding process in which students receive text information through vision, decode through brain processing and encode again to understand the basic content of text. Therefore, they attach importance to the explanation of language points in the process of teaching while generally paying little attention to the teaching of reading, and as a result, students are hardly enthusiastic about reading. In classroom teaching, teachers simply require students to complete basic questions of reading comprehension and regard the results as the evaluation criteria for students' learning effects. However, this teaching model is very difficult to effectively improve students' reading ability and promote their English literacy. Therefore, in the teaching of reading for English majors, teachers need to give appropriate inspiration to students, rather than just help them clear away language barriers. Teachers should lay stress on the cultivation of students' various abilities, train their ability of understanding, analyzing and summarizing through teaching, enrich their vocabulary and grammar and expand their vision, enabling the teaching of reading to fully play its role.

2. Reading model and reading

In the 1960s, with the continuous development of reading theory, theories of reading models have also been perfected in research. There are three theories which are most representative, namely the bottom-up reading model, top-down reading model and interactive reading model. Among the three, the bottom-up reading model and the top-down reading model can all be regarded as a one-way cognitive model, with some narrow understanding of reading and many limitations. D.Rumelhart proposed an interactive reading model based on the two. This theory holds that the reading process is not only a linear process, but also a process of interaction from bottom to top and from top to bottom. When there is a problem in the bottom-up decoding process, readers must properly predict and infer information based on the timely accumulation in their brains. Similarly, if readers lack knowledge accumulation, they need to use text content to obtain the meaning of some specific parts. Interactive reading model is the affirmation and integration of the other two models and it can give full play to the value of reading and has a certain guiding role for the practical teaching of English majors.

3. Strategies of the interactive reading model in the teaching of English reading

Interactive reading model can provide basic theoretical basis for the teaching of English reading. It not only emphasizes the readers' decoding ability, but also takes into account the factors of text materials. Therefore, interactive teaching of reading can significantly improve students' learning effect.

1) Adopting diverse and varied ways in vocabulary teaching. In the process of reading, only when readers can accurately identify the basic meaning of words can they improve their own language decoding ability. The reading speed of a person is little to do with his ability of analyzing and predicting, but closely related to his ability of quickly recognizing words. Mastering the basic meaning of words is the premise for students to accurately grasp the content of text, and is also the basis for developing reading skills. Therefore, in the actual reading teaching, teachers can classify the relevant words in the reading materials and explain the background words in a centralized way, which can not only help students understand the background knowledge, but also improve their memory ability and enhance their memory effect. In the process of teaching, teachers should avoid explaining the meaning of words in a single way, while students should be encouraged to understand the meaning of words in combination with context. In addition, teachers can also guide students to memorize words by various methods like vocabulary classification, comparative memorization and root-word memorization, so that students can enlarge their vocabulary and lay a foundation for improving the efficiency of their reading comprehension. In the traditional English classroom teaching, vocabulary teaching often promotes students to master the basic writing, pronunciation and meaning of words by rote learning. Such a teaching form does not conform to students' learning rules and cannot attract their attention. Therefore, teachers must use various forms to organize students to learn English vocabulary in the process of teaching. For example, cooperative learning can provide students with opportunities for communication and interaction and enable them to conduct in-depth exploration and discussion in lively and interesting communication activities. Such teaching methods conform to the physical and mental development characteristics of students and can stimulate their interest in learning.

2) Attaching importance to the teaching of cultural knowledge for students. The content of English learning covers not only the basic theoretical knowledge but also the background culture related to the learning knowledge. Teachers should notice that knowledge teaching is not the only focus in the teaching of reading. The teaching of cultural knowledge is also very important, because it can not only stimulate students' interest in reading, but also expand their thinking and help them understand the whole text. When there is a problem in the reader's low-level decoding ability, the corresponding meaning of some parts in the text can be inferred from the background of the text. If the reader knows little about the background of the text, it will be not conducive to improving his reading effect. In the teaching of English reading, teachers need to combine language knowledge with cultural knowledge and provide students with reading materials on various subjects such as nature, history, religion and sports, so that students can not only learn English language but also understand foreign cultures. Reading teaching is an important part in the study of English majors and also plays an important role in cultivating students' cultural character. However, many problems in the actual teaching process affect the cultivation of students' cultural quality. For example, some teachers formalize teaching and lack in-depth research on teaching content, failing to cultivate students' emotional attitude and values through teaching. They just focus on explaining language points while ignoring the in-depth mining of teaching materials. Culture includes not only foreign culture but also Chinese culture, covering both material culture and spiritual culture. Therefore, it is necessary to cultivate students' cultural character in reading teaching for English majors.

3) Organizing reading activities. Teachers should encourage students to read English newspapers or English books in large quantities after class to expand their reading capacity and help them accumulate common knowledge of English, so that they can better improve their background knowledge of English learning. It is needed for students to be provided with some reading references which they can study after class. Teachers are expected to recommend interesting and

readable reading materials to students, so as to giving full play to their interest in English learning, so as to promote their enthusiasm for learning and improve their ability to analyze, summarize, speculate and comprehensively apply materials in the reading process. In addition, teachers can also take the advantage of multimedia equipment to organize students to carry out activities, so as to increase the fun of the activities and create corresponding learning situations for students. Group discussions or debates on some issues can also be organized in activities to and arouse students' enthusiasm. Students can be nurtured in this way, and their autonomous learning ability and reading effect can be also improved.

4. Specific application

1) Pre-reading application. The pre-reading stage is the preparatory stage for English reading at which it is needed to clearly define the basic purpose of reading first. In the process of teaching, teachers can introduce topics through leading-in to stimulate students' interest in reading and enable them to enter the state of reading. Teachers can introduce some relevant background knowledge in teaching and make use of relevant schemata to help students remove obstacles in reading comprehension. They can also explain some key sentences for students in advance to help them clear away language barriers. It is also feasible for teachers to require students to predict the theme and content of a targeted article according to its title and encourage them to confirm the answers after giving them some questions. It can be seen from the analysis above that the pre-class reading preparation under the interactive model mainly includes the following parts.

The first step is to stimulate background knowledge. According to Schema Theory, the knowledge reserve of a reader has an important influence on the effect of his reading comprehension. The process of understanding an article is actually an interaction between a reader and the text, which requires the reader to have certain reserve knowledge. In other words, the reader need to have corresponding background knowledge, including various knowledge contents such as language knowledge, social knowledge and cultural knowledge previously acquired by the reader. The top-down reading model mentioned above refers to that students use background knowledge to guide their reading, that is, they make proper predictions and inferences about the content of the targeted article according to the knowledge they have acquired. When students are unable to correctly decode some sentences in an article due to insufficient knowledge reserves, they can obtain auxiliary information from the article, thus stimulating the learning of language knowledge and cultural knowledge.

The second step is to understand the topic of reading materials. The reading materials in textbooks for English majors generally have certain topics. The key to students' correct understanding of the text is whether they can grasp the topic properly or not. A topic generally includes two parts, one is linguistic information the other is background knowledge. In the process of teaching, teachers need to familiarize students with the topic of reading materials by applying interactive reading model. On the one hand, the bottom-up reading model can be used to analyze the specific linguistic meaning of some words or sentences in the questions. On the other hand, students can also stimulate the schema structure in their brain by combining the knowledge they have learnt and then predict the content of reading materials according to their knowledge and the topic of the article.

The third step is to predict what to read. Predicting here is a reading step at which students infer the relationship between characters and story development as well as the causal relationship based on some clues in the article and some of their own experiences. According to e relevant research results of linguistics, reading comprehension mainly includes two kinds of schemata, namely linguistic schemata and content schemata. The linguistic schemata refers to that a reader speculates on the content of targeted article based on the information contained in some words, phrases or sentences in the reading materials. The content schema means that the reader makes use of the background knowledge he has mastered to understand the content of the targeted article and judge its central idea.

2) While-reading application. The main task at this time is to understand the article through reading. Teachers need to train students' reading skills in this process so that they can master the basic reading strategies. They can ask students to master the main idea of the pointed article through reading and capture the key information in the article. Students should be able to infer the meaning of some words according to the context, summarize the main idea of each paragraph and identify the genre, as well as the writing structure and writing characteristics of the article. In the specific teaching process, teachers can ask students to read material in the form of browsing and guide them to read assisting by connecting lines, drawing, marking, and so on. The main task of teachers then is to help students build up rich language schemata and content schemata, which requires teachers to adopt a bottom-up model. For example, there are many special sentence patterns in English, such as passive sentences, inverted sentences, subjunctive mood, etc. The correct understanding of these sentences is directly related to the understanding of the article. If a student has rich language sentence patterns in his minds, he can greatly improve his ability of reading comprehension. In addition to stimulating students' language schemata, teachers also need to stimulate their content schemata, and this requires teachers to guide students to adopt a top-down reading model.

3) Post-reading application. The post-reading stage is also a key stage in the process of reading. But many teachers do not attach importance to this stage, which results in poor learning effect of students. It is the stage for students to expand reading effect, during which teachers can carry out some evaluative activities or practical activities (requiring students to perform role-playing, retelling the contents of the article, presenting their own experiences about the article, rewriting or expanding the article, etc.) to promote students to consolidate their knowledge. The language knowledge and background knowledge that students have accumulated plays a role in reading and has a certain influence on the effect of their reading. The interactive reading theory holds that reading is a complicated interaction process of words, sentences and culture. Single language knowledge does not really make a deep interpretation of the reading materials, and the retelling after reading can enable students to narrate an article in their own language on the basis of in-depth understanding of the basic content of the article. This process can deepen students' understanding of articles and train their verbal expression ability at the same time. Retelling of an article is based on the students' understanding of the article and also the relationship between the knowledge and experience they have had and this article. Students' thinking ability and logical ability can also be cultivated in this process, which is the effect of the interactive reading model.

5. Conclusion

English reading is not only a language activity but also a thinking activity, and interactive reading can enable students to transform external language symbols into thinking symbols through cognition. In this process, teachers need to pay attention to students' learning status, attach importance to the interaction between themselves and students and emphasize students' participation in classroom.

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