The Influence of MintReading App on Developing the English Reading Comprehension of College Non-English Majors Based on "Duifene" Learning Management Platform

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Abstract: In the era of big data, digital reading is gradually becoming the mainstream learning method among young people. In this context, how to guide non-English majors to develop good reading habits in daily English learning and how to develop students' English reading comprehension ability is an urgent problem to be solved. In response to this problem, the article combines Mint reading app, and explores its enlightenment to the development of college students' English reading ability by means of the "Duifene" learning management platform: English reading needs routinization, English reading requires corresponding supervision mechanism and reward mechanism, and English reading needs interactive platform for communication.

1. Proposal of the Problem

Patricia L. Carrell, an American linguist and psychologist, once said that for many students, in L2 learning, especially in English as a second language or foreign language learning, reading is (Listening, speaking, reading, and writing) [1] The top of the four basic skills. "Language Standards (GF 0018-2018): Chinese English Proficiency Rating Scale" clearly states: "Reading comprehension is the use of knowledge by language learners and users as readers to read and process written materials (including Language and non-verbal knowledge) and strategies, the ability to construct meaning around the material being read, including the ability to identify and extract written information, the ability to summarize and analyze written information, and the ability to critically and evaluate written information." [2]

With the continuous innovation of new media in the era of big data, traditional paper reading can no longer meet the needs of college students' English learning. Many English digital reading apps have emerged at the right time and entered the public's field of vision, such as mint reading, knowledge reading, scallop reading, Love onions, English reading, News Republic, Yahoo Digest, etc. After combing the literature, it was found that during the period of June 2018, 2016, there were few studies on "App and English Reading", and there were three articles, mainly focusing on the design of English reading app (Yuan Minglei, Zhang Di, 2016; Ma Junhua), 2017), there is an article to explore the differences between mobile app English reading and traditional English reading, and put forward some use of mobile app for English reading learning claims (Li Lin, Li Yuanxia, 2018) ; There is very little research on English reading apps. Only one article analyzes the advantages of mint reading from the perspective of fragmentation era (Nie Ting, Zhou Mingqiong, 2018); related to the teaching concept of "dividing easy" There are not many documents. From 2017 to 2018, there are only three papers related to it. They mainly study the practical application of the Yiyi teaching platform in teaching. Among them, there are two specific courses, from the microscopic perspective. Explain (Zhang Wei, Long Hao, etc., 2017; Xu Ling, Ding Xiaohong, 2018) has an overview of the advantages of the Yiyiyi teaching platform and how it is in the classroom knowledge The process of the process played its auxiliary function (Cheping, Yuege, Ni Chenlin, 2017) [3].

The above papers show that the existing research themes have certain involvement in the "English reading app" and "Duifene" learning management platform, but the combination of the

two to explore the cultivation of English reading comprehension ability of non-English majors in colleges and universities is quite few. Therefore, this paper is based on the routinization, taking the well-known Mint reading as an example to explore its enlightenment on the cultivation of college students' English reading comprehension ability, and strive to provide some feasibility reference for college English teaching [4].

2. Brief Description of Related Concepts

Mint Reading MintReading (formerly known as: Baidu reading, Mint reading) was launched in June 2016. It has the ideal input characteristics of Krashen's input theory: recommend matching reading levels based on the reader's vocabulary test results. The input of English is basically understandable by the reader; insist that the reader spend about ten minutes a day to read the paragraphs of about 1000 words, and record the reading by punching the card, and have certain guarantees in reading intake while ensuring Every day, you can get in touch with new content; Mint reading is a classic reading of English, and readers are encouraged to pay more attention to the information conveyed by reading rather than the English language form. This concept is reflected in the teacher's supporting lectures and broadens the reader's cultural level. Depth and breadth; the program allows readers to read three original English books (mainly novels) in 100 days. Each chapter provides new words, pre-review, new chapter reading, content consistency and plot performance. Help readers deepen the connection and understanding of old and new content, while Mint reading time is flexible, which is good for readers. For fragmentation learning, Mint Platform also adopts a certain reward mechanism to help readers to establish internal and external learning motivation, so that readers can maintain reading interest, making English reading leisure and entertainment, and thus a wide audience [5].

"Duifene" learning management platform as the official teaching platform, founded by Professor Zhang Xuexin, a doctoral tutor of psychology at Fudan University, and Mr. Liu Zhiping, a teacher of Pingdingshan College, in September 2016, is a new free type of teaching platform for Chinese teachers. The teaching platform is available for teachers and students to use for free. The design of the platform is simple and practical, and the functions are relatively complete. Teachers can use the computer client or mobile phone to conduct attendance at any time and any place, especially for the layout of documents, sounds and videos. It can set the time limit and urge students to complete the work on time through WeChat without adding friends. And inform students of homework review; teachers can also automatically or manually group according to student circumstances, and can also publish topics to guide students to participate in the discussion; for students, they can use the platform to ask questions, conduct online exercises and teach Evaluation, etc. For college English teachers, "Duifene" learning management platform greatly improves the efficiency of college English teaching.

3. The Enlightenment of Mint Reading on the Cultivation of College Students' Reading Comprehension Ability Based on the Aid of the Teaching Platform

According to the Chinese English Proficiency Rating Scale, the general requirements for non-English majors' reading comprehension are as follows:

Table 1 Reading comprehension ability

Sixth level	When reading different types of materials with complex language and related professional fields, such as literary works, news reports, business documents, etc., you can grasp important relevant information and make a simple evaluation of language and content. Can read linguistic works, news reports and other materials with more complicated language, and infer the author's emotional attitude
Fifth level	When reading languages are complex and topics are rich, such as materials related to education, science and technology, culture, etc., you can understand the theme, analyze language characteristics, and understand cultural connotations. Can understand the more complex language of the discussion materials, such as social time reviews, book reviews, etc., analyze different points of view.

Among them, the overall requirements of reading comprehension ability are embodied in understanding the written description, understanding the written narrative, understanding the written description, understanding the written instructions, understanding the written discourse, understanding the written interaction. Based on the Chinese English Proficiency Rating Scale, the specific requirements of the non-English majors in reading comprehension in six aspects, combined with the function of Mint Reading App, with the help of the platform to discuss the enlightenment of college students' English reading ability way [6].

Daily reading habits of English are the basic guarantee for cultivating college students' English reading comprehension ability. The improvement of English reading comprehension ability can not be achieved overnight, but based on sufficient English reading, and the accumulation of reading is inseparable from persevering reading habits. Therefore, referring to the idea of mint reading, college English teachers should cultivate students' good reading habits and guide students to read English into their daily life. At the same time, relying on the free teaching aid platform, combined with the Chinese English rating scale. English majors' English reading comprehension ability requires careful design and layout of reading tasks. The material difficulty is moderate and the subject matter is diversified. Students are required to insist on using the scattered ten minutes or so to read these English materials every day, and realize the accumulation of reading volume. Cultivation of reading comprehension [7].

Supervision mechanism and incentive mechanism are powerful guarantees for cultivating college students' English reading comprehension ability. The platform is divided into a teacher interface and a student interface, and the teacher can freely switch the identity of the teacher and the student. In the "Course Resources" section of the teacher interface, teachers can upload English reading materials, post relevant customer selection exercises in the "Online Practice" module, and subjective exercises are published in the "Job" module, set the deadline, and the platform will prompt the relevant tips [8]. After being sent to the student's mobile phone app, after the student completes the reading, the teacher will check the student's reading completion and reading performance, and include the comprehensive performance in the usual performance record, and give a certain score reward to the students who perform well. The evaluation of students affirms the students' sense of reading achievement, which can encourage students to actively or passively read English, and gradually develop students' sense of reading achievement and fun, so as to achieve the purpose of cultivating students' reading ability [9].

Discussion-style communication is an effective platform for cultivating college students' English reading comprehension ability. The discussion forum for the division provides a place for communication between teachers and students and interaction between students and students. Teachers can publish in-depth topics, through discussion to convert the input of text reading into oral or written output, to develop the flexibility and divergence of students' thinking, to deepen students' understanding of reading materials and to test the effectiveness of students' reading. This kind of interaction mode is an effective way to cultivate the reading ability of college students. It promotes the comprehensibility of students' English language output in the process of communication, which in turn helps potential English input. With the increase of language communication, the relationship between people is close, and the feelings are deepened, which satisfies the social needs of college students in the process of English learning, and also promotes the development of students' English reading comprehension ability.

Acknowledgements

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