Discussion on English Reading Teaching with Internet +

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ABSTRACT. *The 21st century is the information age, the continuous popularization of the Internet and the improvement of modern educational technology, as well as the transformation of educational methods and ideas. The Internet makes teaching more efficient and students gain more knowledge. In the Internet environment, the way of knowledge dissemination and English teaching methods are linked together, which can improve the quality of English teaching.*

KEYWORDS: *internet+, English reading, teaching discussion*

1 Introduction

With the advancement of technology, the popularization of the Internet and the mobile Internet, human life has undergone earth-shaking changes. Also in the field of education, the means of technology are changing the way people learn and learn. The education of digitalization, informatization, and mobile are now attracting more and more attention and becoming an inevitable trend. [1]

2 The Internet + English curriculum integration theory basis

Professor He Kekang of the School of Education and Technology of Beijing Normal University Research on Teaching Methods of Constructing Learning Theory is an important theoretical reference for exploring English teaching under the general trend of the Internet. The main point is that the external and internal conditions of students are the key to determining whether learning is effective. [2] At the level of teaching methods, the network is developed today, English teaching should not simply list the teaching content, but the network as a teaching tool deep into the teaching of English, under the guidance of teachers, students can Use the network to learn and explore the knowledge, hands-on skills, interpersonal skills, innovation and comprehensive practical skills that you want to acquire. At the same time, the Internet can also serve as a tool for students to understand the world and establish a "three outlooks" to stimulate students' enthusiasm for learning and to exercise their self-control ability during the learning process. Dr. Chen Min from Beijing Normal University mentioned "the development of the new era. Personalized learning is a general trend. Through intelligent terminals and sensor

networks, various process information and data in the process of student learning are collected and analyzed to promote interpersonal interaction and interaction. Form personalized learning recommendations and provides learning support for the situation in which learners are located."

3 The Internet+ English teaching advantages and disadvantages

Internet + English teaching has advantages and disadvantages, and its advantages are as follows: First, English teaching situation. Teaching can make full use of multimedia and virtual reality technology to establish a more realistic language environment. The Internet combines text, pictures and videos to make classroom teaching content from boring text to more vivid animations and videos, which enhances the ability to receive knowledge, and students' learning initiative is fully utilized. [3-4] Second, the richness of teaching materials. The network can provide a very rich learning content, and on the basis of classroom materials, it can improve the teaching content related to this and more closely related to life. Students learn these contents, which makes the knowledge background richer and can deeply understand the meaning behind English. Background and cultural knowledge meet the diversity of teaching models and broaden the international horizons of students. Third, the richness of the classroom content. Students can quickly grasp the knowledge points they need to learn by simply identifying images and image data, and improve their initiative. At the same time, teachers can use the Internet technology to make the classroom rich and efficient. However, there are shortcomings in "Internet +" English teaching. First, some students do not adapt to the new teaching mode under the Internet. Sometimes, there is no teacher's guidance, they will not understand the content knowledge, and they feel overwhelmed. Second, they are on the Internet. The teaching in the environment depends on the individual's control. If there is no teacher restraint, the students will be distracted and not concentrate on listening to the class. Third, when students access the relevant content online, sometimes there will be no boundaries and no purpose. Fourth, the emotional communication between teachers and students is not unblocked. Sometimes students post questions on the BBS, teachers can't give timely answers or the answers are not clear. Therefore, in the process of English teaching in the Internet environment, teachers should strengthen guidance and pay attention to monitoring. Because some students are often influenced by the outside world due to their cognitive level defects, doing things that are not related to teaching, and delaying their studies.

4 The status quo of English reading teaching

At present, English teaching in schools still uses the traditional mode of "classroom as the carrier, teacher as the center, and teaching materials as the basis". This teaching mode has the following shortcomings in the Internet era:

4.1 It is not conducive to positivity and initiative

English is a subject that needs long-term accumulation. As a communication tool, English learning can't just stay in the study of book knowledge, but also put it into practice. This requires not only the teacher to patiently teach, but also the students to work tirelessly and actively. However, at present, most of the schools' English reading teaching is limited to the classroom, and through reading, doing exercises, and memorizing, to improve the English reading level. This kind of "cramming" teaching mode is difficult to provide students with learning motivation, which only weakens their enthusiasm for learning and autonomy, which is not conducive to their long-term learning of language.

4.2 It is not conducive to teacher-student interaction

In the classroom teaching, the teacher is the center of the teaching activities, the active party, and the student is the receiving party. The teacher instills the content of the textbook into the student, and the student is only unilaterally receiving. This kind of teaching mode cannot achieve good interaction between teachers and students, the classroom atmosphere is not harmonious, and the teaching effect is poor.

4.3 Not conducive to the cultivation of language ability

Language is a communication tool that cannot ignore the cultivation of students' language skills. However, some school English teaching adopts closed classroom teaching mode. Teachers use the teaching materials at hand to tell the grammar knowledge, words and so on in the reading articles. Some teachers even simply read the articles. This teaching mode emphasizes the explanation of the language knowledge in the textbook, ignoring the students' ability of listening, speaking, reading and writing.

5 Internet + English Reading Teaching

"Internet +" English reading teaching is based on the Internet, the campus LAN is a platform, integrating existing case resources, and combining with traditional classroom case teaching. The English reading teaching process includes three parts: pre-reading, while-reading and post-reading, but it is different from the traditional English reading teaching mode. As shown in Table 1.

This article takes the "Safety Rule" in the third class of the seventh grade of the seventh grade of the English textbook of the Beijing Normal University as an example. This lesson begins with the daily life of firefighters, allowing students to understand the necessary common sense of life by reading and enhance their safety awareness. Specific teaching flow chart 1

Table 1 Comparison between traditional reading teaching and "Internet +" teaching mode

|	Traditional reading teaching mode	Internet + reading teaching mode
pre-reading	Pay attention to the vocabulary learning in the article, explain the vocabulary to give students a preliminary impression	Set the context with the help of the Internet to explain the key vocabulary
while-reading	Listening to the recording, students follow the reading, explain the key vocabulary and grammar knowledge to the students	Help the students master the text content and improve the reading skills in the context.
post-reading	Students complete post-class exercises	Combine what they have learned into actual language activities, and expand reading through extracurricular writing to develop language skills.
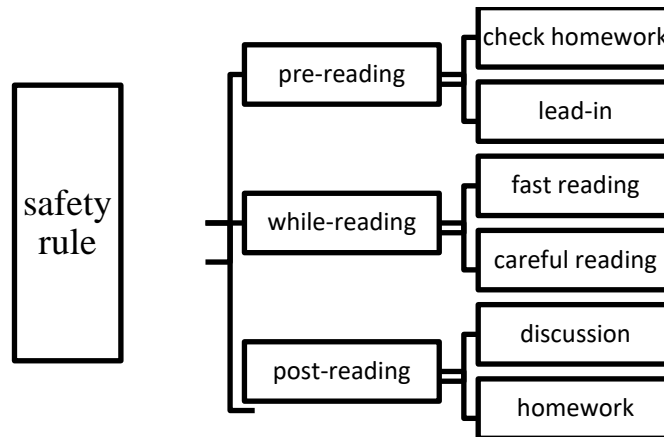
Figure 1 English reading teaching flow chart

5.1 Pre-reading

5.1.1 Check homework

Before reading the class, the teacher checks the firefighter's work materials collected by the students from the Internet, including pictures, videos, and text information (the after-school assignments that have been arranged in the last lesson) to understand the student's preparations.

5.1.2 Lead-in

1) Connect the pictures of the firefighters' work downloaded from the Internet to the contents of the previous lesson to help students recall the life of the firefighters and learn different ways of expressing dangers, such as: dangerous, very dangerous, a little bit dangerous, Not very dangerous or not dangerous at all. Then the multimedia device shows the firefighter's work and discusses how the firefighter works. Such as: T: What do you think of a fire fighter's work? Ss may answer: helpful, useful, important, brave, dangerous...

2) Show students pictures of different activities. The discussion uses dangerous, very dangerous. a little bit dangerous, not very dangerous or not dangerous at all, to guide students to use their adjectives to express their opinions.

T: Look at some pictures and answer: What are they doing? Are they dangerous or not?

Students will have different answers in the discussion, and some students will not only apply the phrases they have learned, but also the safety topics in life.

5.2 While-reading

5.2.1 Fast Reading. In order to train students' reading skills, teachers can quickly get the correct answers by presenting the logical relationship of a related picture in the picture or text.

Read passages (a-c) and answer: What is the passage about? Tick the situations mentioned in the passage.

( ) Riding a bicycle

( ) Playing basketball/football

(√) Talking online

( ) walking home

(√) being in a lightning storm

(√) fire

( ) travelling

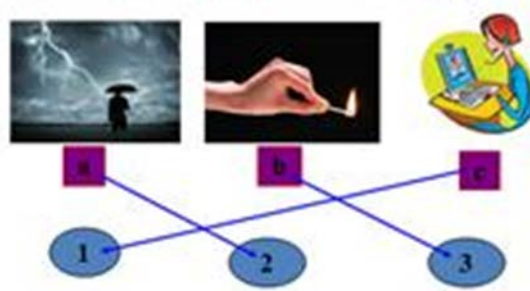Read again and match the letters (a-c) with the replies (1-3)

Figure 2 match the letters (a-c) with the replies (1-3)

5.2.2 Careful Reading. Guide students to carefully study the text, pay full attention to the logical relationship and details of the text, learn in stages, discuss in depth, and understand the meaning of words in context.

1) Ask the students to read the passage carefully and answer questions about each paragraph.

2) Work in groups to discuss and check answer, check the answers in class.

What does the writer think of fire safety? Where do most of the fires start?

Responding to the previously imported content, try to use I think ... is the most dangerous because ... ; We should ... to express your own views logically. Pay full attention to the logical relationship between the questions and answers in the text, and use the guiding method to enable students to learn the security knowledge and help them form a holistic concept.

3) Which one is dangerous, very dangerous or not dangerous at all? What should we do when these things happen?

Such as: In terrible weather, we should stay at home/close the window/stay away the window/don`t use the mobile phone, etc.

5.3 Post-Reading

After the text teaching, the teachers asked the students to discuss in groups, further help the students internalize the safety knowledge they learned, and then download more safety common sense pictures for students through the Internet, and improve students' resolving power and safety awareness during the discussion. Learn to correctly deal with security risks in your life. If there is sufficient time, students can be arranged to make the safety knowledge they have learned into posters, or they can be arranged to further consolidate what they have learned.

1. Work in pairs to introduce the safety rules they have learned in class.

2. Group work: make a poster to share the safety rules with other students.

6 Internet + English reading teaching strategy

6.1 Changing the concept of teaching

According to the analysis of the above-mentioned status quo, English teachers in the "Internet +" era, we must change the concept of teaching, including two aspects of change: First, change the teaching ideas under the traditional educational concept and the limitations of the teaching model, adhere to the "student The teaching philosophy of "mainly, supplemented by teachers" uses innovative thinking and methods to let teachers and students move toward learning goals. Second, due to the rapid development of the Internet, convenient communication methods and abundant resources fill the gaps in traditional teaching. . Teachers and students must recognize the shortcomings of the network in learning. Therefore, teachers should actively carry out reforms in teaching and understand the meaning and value of innovative ways of thinking in order to actually promote the teaching.

6.2 Application of guided teaching

The purpose of guiding teaching is to replace the indoctrinating teaching ideas under the traditional educational concept. This kind of teaching idea is mainly to

actively let students explore through continuous guidance. In teaching, teachers do not directly tell students the conclusions of relevant questions, but apply inspiration and guidance to students, so that students can find their own right and wrong. Thus, improve your own learning style. In the era of "Internet +", students' learning fun is able to give full play to their motivation to learn, namely: innovative thinking ability. Therefore, teachers should use Internet knowledge in the classroom to create a larger space for students to think. The positive role of guiding teaching ideas in the development of students is mainly reflected in the following two aspects: one is to help students to think independently, so that students can complete the transformation of their own learning thinking; the second is to conduct guided teaching in English teaching, which can make the classroom The atmosphere has become more relaxed, reducing the anxiety of students in learning and enabling most students to participate in the classroom.

6.3 Improve students' interest in learning

In order to improve students' interest in English learning, teachers can use online and offline integrated teaching resources to stimulate students' interest in learning and maximize the classroom. Before the classroom teaching, students can conduct online learning through the Internet, and teachers can arrange pre-requisite learning tasks for students. These learning tasks can be the background knowledge related to reading texts on the Internet, or the introduction of characters and vocabulary knowledge that can broaden students' English learning horizons, and cultivate students' self-learning ability. After class, teachers can use E-mail, QQ, Blog, MSN, WeChat and other forms to communicate with students. Through the development of extracurricular resources through the Internet, students' curiosity is satisfied, they can also understand their English learning ability, and promote students' participation in classroom participation.

6.4 Expanding the knowledge of students

Learning in any language is inseparable from the support of its background knowledge. This same rule applies to English. For example, English reading contains a lot of English knowledge, and the content involved in reading materials is very rich, which is very effective for the expansion of students' knowledge. For example, teachers can cut into the hotspots of current events and enhance the sense of the times of interactive content. Everyone is praising the party's 19th National Congress and welcoming for the new era. You can talk to the students about "Never forget why you started, and your mission can be accomplished." in the classroom; you can download popular food from the Internet when you learn the text of Food. Documentary - A Bite of China (China on the tip of the tongue). From the vocabulary translation of bite, lead students to learn to steam, boil, fry, fry, stir-fry, sour, sweet, bitter, spicy, salty, and then discuss the cuisines around the world. The students have learned both English and the profoundness of Chinese traditional culture. It can then lead to food security. In the English reading teaching, expanding

the students' knowledge mainly has the following aspects: First, in the process of reading teaching, teachers can select some materials suitable for students to read on the Internet, and targeted them to these reading materials. The content involved is deepened and expanded. Due to cultural differences, there are many differences in English and Chinese language habits and styles. Only by analyzing and analyzing various English reading materials in a targeted manner can we improve students' English on the basis of expanding their knowledge. Second, extensive reading and extensive discussion. While expanding the knowledge on the Internet, students continue to improve their self-learning ability, because it is a long process to cultivate students' self-learning ability. They should not be quick and quick, but follow a gradual process of cultivation and teaching.

6.5 Extensive classroom discussion

Develop students' enthusiasm for learning. During the teaching process, teachers should encourage students to participate in teaching activities. The initiative to learn should be given to the students, and the teachers should be taught. For students, it is vital to teach them how to learn. In the English teaching class, student discussion not only drives the enthusiasm of learning, but also gives full play to the initiative of students' thinking. In the discussion, the spark of thinking is fully collided. In the traditional classroom teaching mode, because students and teachers have basically no interaction in teaching, there are many restrictions on the improvement of students' knowledge level. Under the guidance of the new educational concept, it is necessary to fully understand the "student-centered" teaching concept and conduct extensive class discussion. To carry out extensive class discussion, we must pay attention to the following two points: First, in the class discussion, the student is the main body, the teacher does the corresponding guiding work; the second is the material of the class discussion, which should be based on the content materials, studied and positively expand.

7 Conclusions

In short, the traditional teaching methods are changing under the internet model with the continuous deepening of the globalization process, information technology is developing rapidly. In this context, it is necessary to develop teaching methods along the direction of modernization, informatization and internationalization, and fully realize the openness, sharing and autonomy of the teaching and learning of English teaching, and create the most suitable for students. The learning environment provides the most convenient way for teachers and students to communicate. In the era of Internet [+], combining the Internet with the science of English teaching can cultivate talents with independent and independent learning ability and strong practical ability, making them the backbone of China's social development.

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