

English Reading Teaching for Independent Enrolled Students in Higher Vocational Colleges

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ABSTRACT. *Independent enrolled students have become the main source of higher vocational colleges. This paper analyzes the current situation of English reading teaching and learning in independent enrolled students, clarifies the main factors of weak English reading ability, and makes a preliminary study on how to improve the English reading level of independent enrolled students.*

Keywords: *Higher vocational; Independent enrolled students; English reading teaching*

1. Introduction

At present, independent enrolled students in China is gradually forming a certain scale, which is the inevitable developing trend of higher vocational education. The independent enrollment students have become an important source of students for higher vocational colleges. There is a great difference between independent enrollment students and the regular enrolled of students in all aspects of learning. How to improve English reading teaching for higher vocational independent enrolled students is an problem which deserves to be studied.

2. The Current Situation of English Reading Teaching for Independent Enrolled Students

2.1 The Source of Students is Poor and the Quality of Teaching Staff Need to be Improved.

The students of higher vocational colleges in China are relatively complicated, and the overall English level of students is low and uneven, especially independent enrolled students. Students are not interested in English learning, and the learning atmosphere in the classroom is not very active. The final exam is just a formality. When reading, they are basically guessing, and the score of the reading

comprehension part of the test is low.

English teachers have fewer resources, and their knowledge reserves are backward. It is difficult to be qualified for English teaching in different majors. Moreover, many English teachers have insufficient understanding of the characteristics and special characteristics of English teaching in higher vocational colleges. They still stay at the level of vocabulary and grammar teaching. The understanding of the training concept is biased, ignoring the importance of quality training, and seriously affecting the effectiveness of English teaching in higher vocational colleges. Don't give enough attention to independent enrolled students[1].

2.2 The Teaching Pattern is Backward.

In terms of teaching reading pattern in higher vocational colleges, they still adopt the traditional top-down teaching method, that is, explaining words, analyzing sentences, and translating articles from beginning to end. The whole texts are understood by understanding words, phrases, and sentences one by one. Ignore the importance of understanding the article as a whole, let students develop the habit of reading word by word, which affects the reading speed and the overall understanding of the article. This method is not conducive to the general analysis and understanding of the whole article. The reading process is tedious and students cannot be aroused their interested[2].

Influenced by the top-down reading teaching mode, most students develop inefficient reading habits: read word by word, look up the dictionary when they encounter a word, read and translate, the reading speed is very slow, and the reading efficiency is not high. .

2.3 The Content is less Practical and the Evaluation System is not Perfect.

At present, the English curriculum in most of the higher vocational colleges adopts unified textbooks, which are not related to the majors they have studied. As a result, students lose interest and patience, and they are tired of learning. At present, most of the higher vocational colleges still adopt a system of forming a final evaluation with only one examination. The evaluation only focuses on testing the students' basic knowledge of the language, and does not pay attention to the improvement of the students' comprehensive ability of language. This seriously violates the cultivation of higher vocational education aims[3].

3. The Main Factors of Weak English Reading Ability

3.1 Lack of Basic Knowledge

Vocabulary and grammar are essential foundations for English learning. However, most of independent enrolled students are often ignorant of vocabulary

memory, and the amount of vocabulary is limited, which is another key reason for the weak reading ability. Vocabulary is the cornerstone of reading comprehension. It plays a decisive role. The amount of vocabulary is the standard of reading ability. Insufficient vocabulary will inevitably lead to reading difficulties and inability to understand the articles. This shows that expanding vocabulary is an important factor in improving reading ability. It is also influenced by other factors, such as cultural background knowledge. However, many students in higher vocational colleges now have a lack of knowledge about English cultural background, which also affects their reading ability.

3.2 The Overall Understanding Ability is Low

Reading comprehension is not only the understanding of vocabulary sentences, but also the analysis of syntax and discourse. Understanding the article as a whole is a necessary skill for improving daily reading and professional reading skills as well as an essential strategy for passing the English test level test. But in reading, students know the majority of the words, but can't understand the confusion and the deep meaning of the whole article. If the author's writing intention is clear, students can easily catch the main content, but if the author's writing intention is not obvious and the passage has more new words, it will make students nervous and affect the understanding of the whole article, so the overall understanding ability is one of the factors affecting reading ability[4].

3.3 Reading Content and Professional Disjoint

In the vocational college, the English teaching mode is a public English teaching for two semester plus professional English learning for one semester. English teachers in higher vocational colleges are basically graduated from English majors. They have solid English knowledge and rich teaching experience, but lack background knowledge related to students' majors. The teaching content is also a unified textbook for students regardless of the major or level of the whole college. The teaching mode is also mainly to explain intensive reading of textbook articles. The content of the textbooks is mainly based on general narratives and lacks pertinence. Students can't effectively train their students in future jobs. When they go to the workplace and get English materials, they can't understand and get effective information.

3.4 No Interest in Reading

As the saying goes, interest is the best teacher. So it is the same in English reading teaching in vocational colleges. Because independent enrolled students' basic knowledge is weak, the vocabulary is inadequate, the grammar is not systematic. In the deep-rooted concept, teaching contents are seriously out of touch with their major, it will not affect their future work. CET is not linked with their graduation certificate. The atmosphere of learning English is unpromising and their

attitude toward learning does not matter. As a result, it makes our English teaching difficult to carry out. Students can't be aroused their interest and teachers can't get active response, So between students and teachers , this is a vicious cycle.

4. The Strategy Analysis of Improving English Reading Ability

4.1 Improve reading interest and cultivate good reading habits

As long as interest as a tutor, students will think positively, think hard, and satisfy their own curiosity in their most effective way. Therefore, it is very feasible to use reading materials that can stimulate students' interest and gradually improve reading interest. The development of habits requires the guidance of the teacher. In the teaching process, teachers can consciously cultivate independent enrolled students' reading habits in the classroom, so that students can develop correct reading methods. At the beginning of reading, it is necessary to consciously train students' ability to predict content, summarize the ability of the main body of the article, and discharge redundant content, search for keywords and subject sentences. Thereby gradually improve reading ability.

4.2 Accumulate Cultural Background Knowledge

The lack of English and American cultural background knowledge is an important factor influencing their dyslexia. Therefore, teachers should use various teaching methods to supple the knowledge of English and American culture in various aspects, so that students can understand the differences between Chinese and Western cultures, cultivate their sensitivity to English language, and let them fully understand the different cultural backgrounds, language features and cultural habits. For example, in the pre-class preparation, the teacher can let the students collect the background knowledge related to the article in groups, and strengthen the students' self-learning awareness. Make every student participate in the actives. During the process, foster their reading ability and understand the article more deeply.

4.3 Develop Reading Skills

In teaching, teachers should pay attention to the cultivation of reading skills. For example, the most frequently used fast reading skills. Use scanning to find specific information, such as key sentences, details. Skimming to grasp the main points of the article, so as to understand the article from a holistic perspective. At the same time, teachers should develop students' ability to "guess words". This is an important way to improve reading ability. It can help students understand articles while skipping new words, meanwhile, they can also guess the new words and make judgment.

5. Requirement for English Teachers.

Higher vocational English teachers should change teaching idea gradually, and now the classroom is no longer a rote. "Cramming teaching mode" in high-fast modern society is out of date. In the process of teaching, it need English teachers to accept more new things, to understand our teaching object: what they need, where can use to English in the future work, what we have to teach them. Teaching contents are not only the basis of grammar vocabulary teaching, but also associated with their different specialty. English teachers should also broaden their knowledge, gradually close to "double-qualified teachers", make English learning and professional learning together. Rich network resources have injected fresh blood into our teaching. Teachers should make efforts to find corresponding teaching resources after class to improve students' interest in reading.

6. Summary

Reading ability is the embodiment of independent enrolled students' comprehensive English ability, but the improvement of their ability is not a one-step process. It requires the guidance of teachers and the cooperation of students. It can be reached through the above methods and long-term effective training.

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