

# Exploration of the Teaching Path about English Reading Enabled by Internet + Technology of Senior High School

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**Abstract:** “ordinary high school English curriculum standard” points out that teaching should attach importance to the modern information technology under the background of teaching mode and learning mode change. So how to effectively apply information technology in English reading teaching? The writer selected FLTRP (2019) B2U1 “Neither pine nor apple in pineapple?” as an example to explain how to use information technology to help English reading teaching.

**Keywords:** Web-based Language Teaching; High School English; Key Competence.

## 1. Introduction

Effective reading teaching activities have great significance for consolidating students' basic language knowledge, cultivating their logical thinking ability, promoting cross-cultural understanding and improving their comprehensive language use ability. However, under the influence of traditional teaching methods, high school English reading teaching is still widely “teachers speak, students listen”, and there is a lack of teaching practice path with the cultivation of key competence as the starting point. In view of this, the writer tried to use “Internet +” technology to carry out teaching in an English reading class of grade one, and explore the reading teaching enabled by information technology.

## 2. Teaching Case of Integrating Modern Information Technology and High School English Reading Teaching

### 2.1. Content Analysis and Teaching Objectives

This text is themed on human and self, involving the subject of human language learning experience. It vividly illustrates the various “crazy” language phenomena in the English language, including the fun of learning English, the diversity of creating English languages, and the cultural connotations hidden in the English expression. The teaching objectives are set according to the concept of the new curriculum standard

### 2.2. Specific Teaching Design

Based on the analysis of the teaching content, students' learning situation, teaching objectives and other factors, the teaching steps and design of using information technology in the classroom are now explained:

#### 1) Pre-reading: Warming up(3mins)

As the old saying goes, a good beginning is half-done. Therefore, the importance of classroom introduction to a class is self-evident. How to make this class interesting without overwhelming? Considering the times of students, the writer stimulates students' interest in the form of guessing words. The specific operations are as follows:

Since this article involves the word formation method, the

writer selects some interesting and common English words to arouse students' interest, and trigger students to think about the differences in the above words. Students can answer with the group as a unit, and the correct group can gain one point each time.

**[Design idea]** Through the way of “word formation puzzles” greatly arouse the enthusiasm of students to participate in the classroom, secondly, the selected vocabulary from this unit requires to master vocabulary, students in the autonomous preview link are familiar with the unit vocabulary and phrases, by guessing the word link for static knowledge, to consolidate the role, also for the text to learn the next.

#### 2) While-reading: Exploration(5mins)

The skimming ability is one of the necessary abilities for students to read English. The college entrance examination is often read in the form of general questions, and students need to choose the correct options in a short period of time. Referring to the form of college entrance examination reading, the writer also set the skimming multiple choice questions in this course, as shown below:

Q1: How does the writer support his statement?

- A. By providing examples.
- B. By making comparisons.
- C. By following the order of time.
- D. By following the order of space.

Due to the limitations of large class teaching, it is difficult to test the correct rate of each student. In order to solve this problem, the writer uses the test function of questionnaire star the teacher should set the questions and options before class, and send the questions through the QR code. Students only need to scan the QR code, fill in their name through the QR code, and select the appropriate option in the ABCD to submit it. Teachers can check the accuracy of students' questions in real time through the web page.

**[Design idea]** The use of the questionnaire star is convenient for teachers to check the students' questions in real time and solve the questions pertinently, which greatly improves the teaching efficiency.

#### 3) While-reading: Explanation(15mins)

In this text, the writer set the topic of the general idea of the paragraph, as shown below, scanning is another reading ability that students need to master. The teacher analyzed this statement and supporting methods and explained keywords and expressions. Students are also asked to consider the following questions:

Q1: How does the writer connect the remaining paragraphs to his statement?

Q2: How does the writer support his statement?

In this question, the writer adopted the classroom activity function in the white board, using the time for the class to scan the code to fill in the answer, and asked a student to demonstrate on stage. Students on stage only need to drag the paragraph in the left column with their fingers to the general idea of the paragraph corresponding to the right column. After completion, the check button will appear on the screen, which can check the correct and wrong.

**[Design idea]** The connection function of Shivo whiteboard is helpful for students to show themselves, experience the fun of software interaction, and make the classroom more vivid.

Detail comprehension question is an important type of reading comprehension, accounting for the largest proportion in reading comprehension. The second and third paragraphs of this article list a large number of irregularities in English language, which are easy to be confused in the process of reading. Therefore, the writer guides the students to read the first part, and then reads the puzzle through group cooperation to complete the remaining paragraphs of the article. Finally, the students are asked to finish the last paragraph and answer, "How crazy is the English language?" why?

Read para.3-6 carefully and discuss in groups.

Para 段落	Examples 例证	Problems 问题
2	sculpt a sculpture, take a photo; in the car or taxi, on the train or bus; seasick at sea, carsick in a car; homesick, homework, housework	是否使用同源宾语? 介词使用不固定? 词根相同意思不同? 词根意近而词意不近?
G1	3	
G2	4	
G3	5	
G4	6	

Figure 1. The PPT content

**[Design Idea]** Jigsaw reading is a novel teaching activity, through which students can more intuitively and easily find out key information and understand the original text more accurately.

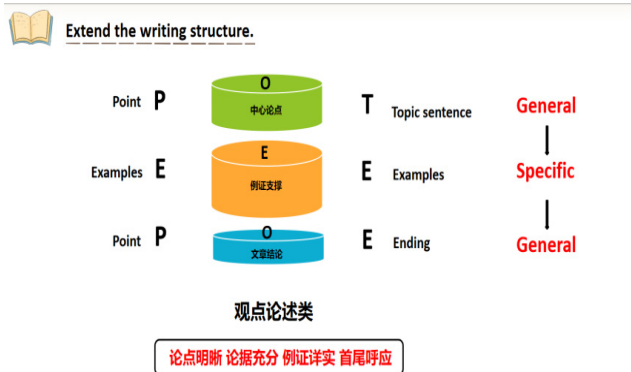


Figure 2. The PPT content

4) Post-reading: Elaboration (8mins)

After completing the global and detailed reading of the article, the writer led the students to comb and summarize the

text structure, aiming to clarify the characteristics of the text. The writer asked: Did the writer introduce a good way to write a passage? At the same time, students think, use the form of mind map to present the text structure, make the article clear and intuitive, improve students' logical ability, on this basis, and extend.

**[Design intention]** Mind map mobilizes students' logical thinking ability, and enables students to master language knowledge and cultural knowledge in the activities. This method also applies to other details.

5) Post-reading: Extension (9mins)

In view of the limitations of traditional writing, the writer introduced the software of high school English mixed writing platform to assist the teaching. Students can directly scan the QR code to enter the software. Students can learn writing knowledge by watching writing and other related micro lessons online, or take photos and upload compositions or type words directly by hand. The software will automatically correct the composition, and mark words with grammatical or spelling mistakes, and provide appropriate correction suggestions.

**[Design idea]** High school English mixed writing platform can timely feedback students' writing situation, convenient for students to review in time, but also reduce the workload of teachers to a certain extent, and improve teaching efficiency.

Finally, students are required to scan the QR code after class, watch the English teacher's self-made micro class, further learn the content of word formation, consolidate the knowledge of this lesson, and complete the special practice of word formation.

**[Design idea]** Teachers use micro-lessons to assist students to consolidate and review after class, and to fill the gaps for students. In addition, it can activate the teaching atmosphere, enhance students' initiative in English learning, and constantly improve teachers' teaching ability.

### 3. The Implementation Strategy of English Reading Teaching in Senior High School under the Internet + Technology

#### 3.1. Strengthen English Reading Learning Before Class

Teachers need to arrange English reading preview tasks for students in the pre-class stage, guide students to have a preliminary understanding of the teaching content, give full play to their own guiding role, and help students to realize the penetration of reading and learning. At the same time, teachers also need to focus on the advantages of information technology in the lesson preparation stage, around the teaching knowledge points in the teaching plan, using small videos, pictures and other multimedia forms.

#### 3.2. Enhance Classroom Communication in English Reading

According to the survey, the communication between students can easily arouse the collision of thinking and help students realize the in-depth exploration and excavation of reading knowledge. After the students complete the learning exchange, the teacher can guide each group to elect a group leader to make a comprehensive summary of what they have learned, and point out that the problems in the reading and

learning stage will pave the way for the implementation of the communication between teachers and students.

#### 4. Conclusion

The exploration and practice of this lesson has proved that the reasonable and effective use of "Internet +" technology is not only helpful to play the students' dominant position in learning, but also conducive to stimulate students' interest in reading, enhance the effectiveness of English reading teaching. Under the guidance of the teaching concept of the new curriculum standard, teachers should not only change their teaching concept in time and learn information technology hard, but also actively explore the innovative integration mode of information technology and English reading teaching, so that information technology can better

serve English reading teaching.

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