

Original Research Article

Exploration of Optimizing the Teaching Mode of College English Reading

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Abstract: Optimizing the teaching mode of English reading in universities can stimulate students' enthusiasm for reading, cultivate their language organization and expression abilities through reading, and lay a foundation for their future employment and development. Therefore, teachers should attach importance to innovative methods in English reading teaching in universities, such as creating reading situations, organizing reading competitions, expanding reading resources, etc., to improve students' reading experience, cultivate students' English thinking in reading, promote the improvement of students' English language organization and expression abilities, and build a university English reading based on core literacy. The following article will study the methods for optimizing the teaching mode of English reading in universities.

Keywords: college English; reading instruction; mode optimization

1. Introduction

Optimizing English reading teaching in universities is a reflection of implementing the requirements of the new curriculum standards, allowing students to actively participate in reading and develop reading habits. Through reading, students can accumulate richer knowledge, broaden their horizons, and enhance their English thinking. However, in order to optimize the quality of English reading teaching in universities, teachers must innovate the way of reading teaching, carry out reading teaching with new ideas, methods, and concepts, highlight the subject status of students, combine the characteristics of reading content, and then realize the reform of English reading teaching in universities, so that students can develop good reading habits and improve their language organization and expression abilities in reading, and carry out English reading teaching in universities under the new curriculum standards.

2. The Significance of Model Optimization in College English Reading Teaching

2.1. Improve Students' Reading Experience

The optimization of English reading teaching mode in universities can improve students' reading experience, allowing them to find reading content that interests them in new reading methods and rich reading resources, and feel the joy of reading, achieving the goal of improving students' reading experience. In addition, many advanced methods have been applied in the process of optimizing the efficient reading teaching mode, such as group cooperation for reading, role-playing for reading, and the use of modern technological means for reading. These reading methods can effectively improve students' reading experience and change the single method in traditional reading teaching mode. In addition, high school English reading resources are abundant and reading topics are diverse. In the process of optimizing reading teaching methods, teachers will combine the characteristics of the reading content to design teaching methods, that is, choose appropriate ways based on the reading content. This way, students can quickly enter the reading state, obtain a sense of "immersion", improve their reading experience, and actively participate in reading and love reading in future English learning. Therefore, optimizing

the teaching mode of English reading in universities is of great significance.

2.2. Cultivate Students' Good Reading Habits

Optimizing the teaching mode of English reading in universities is an important way to cultivate students' good learning habits. For example, optimizing the teaching methods of reading can allow students to actively participate in reading, or choose rich reading materials for students to choose the content they like to read, thereby stimulating students' interest in reading and changing the previous phenomenon of low enthusiasm for reading participation. Long term exposure to this reading state can cultivate good reading habits among students, enabling them to master more reading skills and methods, laying a solid foundation for effective reading. In addition, the cultivation of good reading habits among students can enable them to actively participate in reading, forming a circular and gradual reading teaching effect, and enabling college students to actively participate in reading in their future studies. In addition, good reading habits are essential for every student's future learning. By optimizing the reading mode in English reading teaching, the goal of cultivating good reading habits in students can be achieved, thereby ensuring the future learning of college students and reflecting the significance of optimizing teaching methods in college English reading teaching.

2.3. Innovative Reading Teaching Methods

The optimization of college English reading teaching mode is a manifestation of innovative reading teaching methods, which changes the traditional single way and single content of college English reading, allowing students to feel the joy of learning in reading, thereby stimulating their enthusiasm for reading and creating a rich reading environment. In addition, college students have developed certain reading abilities and accumulated rich knowledge, which enables them to understand articles through independent reading. However, in order to improve the efficiency of college students' reading, teachers need to innovate reading teaching methods, just like optimizing the teaching mode of college reading. In this process, every student can participate in reading, feel the joy of reading in the new reading methods, cultivate good reading habits unconsciously, and allow students to accumulate more reading content. This can change the previous single way and lack of reading materials in college English reading. Through these, the significance and value of college English reading teaching can be reflected.

3. Analysis of Common Problems in College English Reading Teaching

3.1. Students' Enthusiasm for Reading Cannot be Stimulated

The goal of optimizing the teaching mode of English reading in universities is to stimulate students' enthusiasm for reading, so that they can stimulate their interest in learning through rich reading materials and actively participate in reading. Therefore, in order to achieve this goal, teachers must expand their reading resources and allow students to find content that they are interested in among the rich reading resources. However, at present, although teachers attach great importance to the implementation of reading in college English reading, they lack the awareness of expanding reading resources, such as only allowing students to read articles in textbooks without extending reading content in conjunction with textbooks. However, for college students, after years of learning English, they have accumulated a wealth of English words and possess a certain level of English reading ability. Relying solely on reading resources in textbooks cannot meet students' reading needs. Therefore, teachers need to expand the reading content and stimulate students' curiosity with rich reading

content, so as to encourage students to actively participate in reading. At present, the limited reading resources in college English reading have led to a decrease in students' enthusiasm for reading, which seriously affects the reform of college English reading teaching. The cultivation of students' language organization and expression abilities is also affected. Therefore, high-quality development of college English reading teaching teachers should extend reading materials to stimulate students' enthusiasm for reading.

3.2. Neglecting the Personalized Differences Among Students

Each student's English comprehension ability is different, so there are significant differences in reading ability during the reading process. In order to improve the quality of reading teaching, teachers must combine students' personalized differences and design reading tasks with different levels of difficulty, so as to meet students' personalized reading needs and enable every student to participate in reading to improve reading quality. However, at present, some teachers in college English reading teaching ignore the personalized differences of students, such as not selecting appropriate reading content based on students' personalized differences in the implementation of reading teaching, or not setting reading tasks based on students' personalized differences in reading teaching. Therefore, the implementation of reading teaching has dampened the learning enthusiasm of some students, failed to improve their reading experience, and even affected the future learning and development of college students. In addition, students' learning ability and mastery of basic knowledge will change over time, so teachers need to actively interact with students in teaching to understand their personalized differences. However, at present, there is a lack of opportunities for interaction between teachers and students in college English teaching, and they do not have enough understanding of the content that students like to read. Therefore, the selected materials do not meet students' interests in reading, which seriously affects the high-quality development of college English reading teaching, and even affects the overall quality of college English teaching and students' future employment. Therefore, the optimization of teaching methods in college English reading teaching also requires teachers to combine students' personalized differences, increase communication and interaction with students, understand students' interests and reading abilities, and explore reading teaching tasks and reading goals that meet students' personalized needs.

4. Methods for Optimizing the Teaching Mode of College English Reading

In response to the current problems in English reading teaching in universities, this article will propose several suggestions for optimizing reading teaching methods. For example, the following points can effectively promote the reform of English reading teaching in universities, hoping to provide some help to English teachers in innovating teaching methods and ideas.

4.1. Expand Reading Resources and Stimulate Students' Interest in Reading

The optimization of college English reading teaching mode requires teachers to expand reading resources, enrich reading resources to meet students' personalized reading needs, enable every student to participate in reading, broaden students' horizons, enrich knowledge accumulation, and achieve the goal of deep reading. In addition, optimizing the teaching mode of English reading in universities can innovate the methods of reading teaching, so that students can read the content they are interested in in the new reading teaching method, thereby enhancing their reading experience and building a deep reading classroom for English in universities. For example, before starting reading instruction, teachers can search for English articles related to the reading

content, and then have students read these materials in class. Alternatively, students can choose their favorite reading materials to read in class, or establish a “reading corner” within the class to place English articles and books they like, allowing them to flexibly choose their preferred content. Next, students can actively engage in reading from their favorite reading materials, and with the innovative reading methods of teachers, students can feel the joy of reading in the new reading teaching methods, thereby enhancing their reading experience. They can actively participate in reading to develop good reading habits, create a strong reading atmosphere, and optimize and innovate college English reading teaching. This will enable every student to find reading content that they are interested in, change the passive participation of students in traditional reading teaching, cultivate college students’ English language organization and expression abilities, and build a college English reading classroom under core literacy.

4.2. Creating Reading Scenarios to Enhance Students’ Reading Experience

Create reading scenarios for students to engage in reading and cultivate good reading habits. Therefore, in college English reading teaching, teachers can also use situational creation to teach, combining the content of reading to create relevant scenarios, allowing students to experience a sense of “immersion” and improve their reading ability by immersing themselves in the reading state. Just like when conducting English reading teaching in universities, teachers can first analyze the content of the article, and then use role-playing, multimedia information technology, and combined with students’ actual lives to create scenarios related to the reading content, so that students can complete reading in the context, learn and master English language expression skills and methods, improve students’ English language organization and expression abilities, and optimize the teaching mode of English reading in universities. In addition, teachers can also participate in the context of students’ reading, listen to the process of students’ reading, understand their language organization and expression abilities, and combine students’ personalized differences in future teaching design to meet their personalized learning needs and enhance the pertinence and timeliness of English reading teaching in universities. In addition, the materials used in college English reading are closely related to students’ actual lives, which provides rich materials for teachers to create scenarios of birth activation. Teachers can combine reading content to create scenarios of birth activation, allowing students to read based on their own life experiences and feelings, feel the connection between English and life, and use English to communicate in daily life, cultivate students’ English communication skills, and achieve the construction of college English reading classrooms under core literacy.

4.3. Organize Reading Competitions to Stimulate Students’ Enthusiasm for Reading

By stimulating students’ competitive mentality through reading competitions, students can actively engage in reading under the drive of competitive mentality, cultivate good reading habits, and build an efficient reading classroom. Therefore, in the optimization of the teaching mode of English reading in universities, teachers should attach importance to the effective development of reading competitions. For example, in English reading in universities, teachers can clarify the content of the reading, see which student understands the article more deeply, and at the same time read out the emotions of the article during the reading process. For winning students, teachers can give rewards and praise. By conducting reading teaching in this way, students’ competitive psychology can be stimulated, and students can actively engage in reading and participate in reading under the drive of competitive psychology, gaining more sense of achievement and fun. In addition, reading competitions can provide students with more opportunities for communication and interaction, so that they can expand their

thinking while reading, understand the content of the article from multiple perspectives, change the single mode and rigid thinking in the previous reading teaching mode, deeply understand the reading content and learn English grammar and vocabulary, and promote the optimization and innovation of English reading teaching methods in universities. In addition, reading competitions can create a strong reading environment, so that students can spontaneously engage in reading in a strong atmosphere. Through subtle influence, students can cultivate good reading habits, improve the overall quality of college English teaching, and build a college English reading classroom with core competencies.

4.4. Cultivate Reading Emotions and Enhance Students' Language Thinking

Pay attention to cultivating students' reading emotions, so that they can permeate their own emotions in reading, and thus have a deeper understanding of the author's writing mood. In addition, emotional infiltration during the process of reading aloud can enhance students' comprehension ability, allowing them to deeply understand the information contained in the article and achieve the goal of deep reading. So optimizing reading methods in college English reading teaching can cultivate students' reading emotions, allowing them to read with emotions and improve their reading experience. For example, when conducting college English reading, teachers can have students simulate the story plot of the article or play relevant background music to create a good reading environment for students. Next, students can infuse their emotions while reading, and gain a deeper understanding of the central idea and emotional infiltration of the article. Alternatively, teachers can organize reading competitions to see which student can read articles with emotions, making previously dull articles come to life. In this process, students' English thinking can be cultivated, while learning English expression skills and methods, achieving the cultivation of good reading habits and the improvement of comprehension ability, and building a new model of English reading teaching in universities. In addition, there are various ways to cultivate students' emotions in reading aloud. Teachers can also use group cooperative reading to cultivate students' emotions in reading aloud, situational reading to allow students to penetrate their own emotions, and so on, creating a good environment for students' emotions to penetrate into reading, resonating with the author, and deeply understanding the article while learning English communication methods and skills.

4.5. Layered Reading Meets the Reading Needs of Different Students

In order to meet the personalized reading needs of different students, teachers can optimize teaching methods in college English reading teaching by adopting a layered approach. For example, teachers can set reading tasks with different levels of difficulty, allowing students to complete reading tasks that are suitable for themselves, experience the joy of reading, and improve the reading experience, achieving student-centered optimization of teaching methods in college English reading. For example, when conducting English reading teaching in universities, teachers can divide students into three levels. The first level of students is those with weak reading ability and basic knowledge mastery ability, for which simple reading tasks can be set. For the second level of students, teachers can design reading tasks with moderate difficulty to meet the reading needs of the second level of students. Finally, for the third level of students, their reading ability and basic knowledge mastery ability are weak. Therefore, when designing reading tasks, teachers should reduce the difficulty and choose simple reading content for the third level of students to carry out reading. This reading teaching method can meet the personalized reading needs of students and highlight their subject status to carry out innovation in college English reading. In addition, after a period of time, teachers should adjust the hierarchy because students'

reading abilities will change over time, so regular adjustments to the hierarchy are needed to meet students' personalized reading needs. Teachers should re divide the hierarchy after a period of reading teaching to ensure that the hierarchy is scientific and reasonable, create a good environment for students to carry out college reading, achieve innovation in college English reading teaching, highlight students' subject status, and build an efficient classroom for college English reading.

4.6. Do a Good Job in Reading Summary and Optimize Reading Teaching Methods

Summarize and optimize reading teaching methods, explore new reading teaching plans in the summary, improve the pertinence and timeliness of reading teaching, and build a deep English classroom in universities. For example, when conducting English reading teaching in universities, teachers can ask students to explain their reading experiences or raise their own questions, etc. This way, teachers can comprehensively understand students' reading situation, help students solve problems in a timely manner, and improve the pertinence of reading teaching. Alternatively, teachers can participate in the process of students' reading by expressing their opinions and viewpoints, increasing opportunities for communication with students. This can also provide a comprehensive understanding of students and flexibly adjust reading teaching methods based on their reading performance. In addition, building an "integrated teaching evaluation" model can achieve evaluation in reading teaching, improve teaching flexibility, and stimulate students' enthusiasm for reading, allowing students to have more opportunities to speak and changing the phenomenon of students' subjectivity not being highlighted in traditional reading teaching. Especially after students complete their reading tasks, teachers can also use questioning to understand the shortcomings in students' reading, increase opportunities for teacher-student interaction, create a good environment for targeted teaching, provide more materials, promote the optimization and reform of English reading teaching in universities, and build a new student-centered model of English reading in universities.

5. Conclusion

In summary, optimizing the teaching mode of English reading in universities can stimulate students' initiative and enthusiasm in reading, cultivate good reading habits, develop students' English language organization and expression abilities, and build a university English classroom under core literacy. Therefore, teachers in college English reading should innovate teaching methods, improve the quality of reading teaching through various methods such as layered reading teaching, creating reading scenarios, and cultivating students' reading emotions, so that students can enhance their English thinking, language organization ability, and expression ability in reading, laying a solid foundation for the future learning and development of college students.

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