Research on English Reading Comprehension Strategy

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Abstract: English reading comprehension ability is one of the important skills that learners need to master the comprehensive application of English knowledge, and it is also one of the main goals of English teaching. Reading is a way of interacting information between the reader and the author. It is the process by which the reader obtains information from the written materials and extracts meaning.

1. Introduction

English reading comprehension ability is one of the important skills that learners need to master the comprehensive application of English knowledge, and it is also one of the main goals of English teaching. Reading is a way of interacting information between the reader and the author. It is the process by which the reader obtains information from the written materials and extracts meaning. On the surface, English reading comprehension can examine the learner's grasp of English vocabulary and the learner's sense of language; in essence, it can also examine the learner's ability of analysis and judgment, information summarization ability, grasping the subjective ability and comprehension ability. Therefore, in a variety of different levels of English exams, the proportion of English reading comprehension is getting higher and higher. Below, I will make a brief introduction to English learners based on my own teaching experience over the years and how to improve my English reading comprehension.

2. The stipulation of vocabulary recognition in reading comprehension

In the reading process, the first thing involved is the recognition of vocabulary. The recognition of vocabulary is realized through the interaction between various kinds of information. Both syntactic and semantic information can influence the lexical access of the vocabulary to form a cognitive and normalized schema. In the recognition mode of this word, it is believed that each entry in the psychological dictionary has its own threshold. When the activation level of the word reaches its threshold, the word is recognized and normalized. It was established. However, the activation of a term is not limited to perceptual information. Syntactic and semantic information can also contribute to the full activation of a term. The study found that meaningful words and the letters that make up the word are easier to identify than meaningless words or single letters. This is word superiority. That is to say, instead of separately perceiving the letters that make up a word, the word is perceived as a whole. After research, psychologists also found that the length and frequency of words are the two most important factors in determining vocabulary recognition. Rubenstein (1971) and others believe that the cognition of written language is mediated by the form of phoneme. The reason why it can be mediated by the form of phoneme is that the psychological dictionary is organized in the form of phonemes. There are two stages in their cognition of the word. The first is to use a pattern of letters and phonemes to turn a group of letters into a group of phonemes. The second is to find the terms of the psychological dictionary that match this form of phoneme. When the corresponding term is found, the word is recognized. In reading, the length of the gaze time of the word is determined in part by the sequence of letters. If the sequence in a word is consistent with the spelling rules and is more common, for example, kenp, wirl, salo, agri...etc., the time of perception is shorter. On the contrary, it will take a long time to perceive it. In essence, the cognitive modes of words are: activation mode, search mode, nuclear mode and test mode,

which boil down to: 1) the cognition of words is an autonomous process; 2) the cognition of words is an interaction process. Psycholinguistics believes that the psychological process in psychological activities is closely related to the psychological process in reading activities. In reading, the coding of glyphs and forms is influenced by the coding of language. In the cognition of words, the code will automatically activate the code, and the code will cause semantic association. Therefore, many models of cognition of words, analysis of sentences, and understanding of essays are common to both psycholinguistics and reading psychology.

College English reading comprehension teaching is not just a symbolic recognition and a direct semantic understanding process. It involves the encoding of speech. It needs to use short-term memory to achieve the understanding of shape, sound and meaning through sound coding. If we can't perceive and understand the phonetic structure of words, we will lose the materialized basis of understanding speech and form an irrational extraction mechanism. Neurolinguistics has fully demonstrated this point of view. It is believed that the recognition of words is actually a comparison between the phoneme combination from the external speech input and the phoneme combination unit in the mental vocabulary, so that the word is retrieved. The phonetic meaning of the word is used to obtain the meaning of the word, and the vocabulary is used to identify the aggregated processing of the neural information. For the recognition of words, the frequency of occurrence of words has a powerful effect. The word frequency effect is generated because the word frequency determines the main factor of which channel to choose. High-frequency words require much less time than cognitive recognition of low-frequency words, because high-frequency words reach the entry interface through visual representation, so their cognitive speed is short; while low-frequency words reach words through speech representation. Strip interface, so recognizing them takes more time. At the basic stage of reading, it must be characterized by speech, because the so-called high-frequency words are only familiar with the vocabulary being contacted, and finally reduce its cognitive threshold. Through experiments, it is found that in the cognition of words, which kind of representation reaches the true meaning of the word depends on the processing speed in the two channels of vision and speech. The processing of the visual channel is much faster than the processing of the speech channel, so it is skilled. For the reader, visual representation often plays a major role in reading. However, from another perspective, the relative difficulty of reading materials should be an important factor in choosing an intermediary representation. In fact, those difficult materials are more likely than the easier ones to achieve the meaning of "task reading" by selecting channels for speech transcription. The level of readership is another powerful factor affecting the choice of intermediary. In general, unskilled readers often choose speech characterization as an intermediary; while skilled readers often choose visual characterization to mediate. For children who start learning English, the things that determine the quality of their reading are mainly the ability to shape-to-sound. In order for children to have the ability to transform the shape-to-sound, they must develop a sense of the meta-language system of the phonemic nature of the language, making them aware of the general laws of the spoken voice. In the process of college English reading, the process of recognizing words often requires auditory analysis. To read words that are not consolidating in memory or complex in content, it is necessary to use auditory analysis to achieve understanding.

3. Strategies for English Reading

Vocabulary is the basic element of language composition and the cornerstone for improving learners' English knowledge. In English reading, readers need to master a large amount of vocabulary to read an article. If there is no accumulation of a certain amount of vocabulary, there will be raw words everywhere in the reading. Don't say that it is impossible to grasp the main idea, analyze and understand the article, and understand the author's writing intention. Therefore, the first step in improving reading comprehension is to expand the vocabulary through scientific methods. First of all, the learner should be proficient in the word formation of English words, and use the methods of derivation, synthesis, transformation, suffix and so on to quickly expand the vocabulary based on the words already mastered. Secondly, it is necessary to fully divergent thinking, using

classification and comparison, association and other methods to remember words. In addition, mechanical memory and understanding memory should be effectively combined, and the memory should be remembered more firmly, and the words used should be remembered more firmly and used more flexibly.

There are roughly five types of problem-solving questions, which are asked for different aspects of the article. The first category is the detailed question. This is the simplest type of question, mainly for the time, place, characters, storyline, development process and other aspects of the article, generally can find the answer directly in the text. The second category is the word proposition, which is a type of question that specifically examines the reader's ability to guess words. This requires the reader to accurately guess the meaning of the word based on the contextual clues given by the author. To complete such a question, it is necessary to contact the context, find clues, and pay attention to the grammatical relationship before and after, the language habits of English and the cultural background of the article. The third category is the title. This type of question mainly examines the reader's understanding of the article. It mainly asks the author's writing intentions and questions in the center of the article, which requires the reader to have certain generalization and judgment ability. The fourth category is an allegorical question. Such questions and topics are somewhat similar. The main test readers understand the author's intentions, ways of thinking, and accept the author's point of view on the basis of understanding the meaning of the article. When completing such a question, try to find clues from the article and get the answer. Don't add too much to your own ideas. The last category is the reasoning question. Such questions require the reader to judge the author's attitude and writing tone, make inferences consistent with the original purpose, and find the best answer. As long as the reader clears the question type and understands the intent of the question, the reader can be targeted and accurate to find out the answer and improve reading comprehension.

There are techniques to be able to infer the meaning of a new word based on contextual cues or word formation. When reading comprehension in English, it is inevitable that you will encounter new words. Learning to guess the meaning of new words is a very important strategy in reading. Readers must not panic when encountering new words during the reading process. Authors often use the definitions, retelling, examples, comparisons, etc. to prompt the meaning of new words, and sometimes use antonyms and synonyms to prompt. Readers should calmly and carefully search for these useful internal logical relationships and clues to facilitate the reasonable guessing of the meaning of new words. There are skills to simplify long sentences and quickly read articles. For English learners, long sentences are a big challenge in English reading comprehension. To quickly and accurately understand the text, it is necessary to simplify the long sentences. Before simplifying a long sentence, first understand the information contained in the sentence, subject, predicate, conjunction, subject, and logical relationship. Then find out the main information, remove the plug-in, apposition, separation phenomenon, clauses and other additional components, then you can find the backbone of the sentence, understand the meaning. Finally, understand the additional part of the meaning, and add the additional part of the meaning to the main meaning of the sentence, so that you can understand the long and difficult sentences accurately and quickly. Have the skills to summarize, grasp the center, and find the subject sentence. The topic sentence is the central meaning of the article. It gives a hint to the full text, the role of induction, and other paragraphs are used to explain or discuss the center of the article. As long as you can find the subject sentence, you will have a certain understanding of the general meaning of the article. The topic sentences of an article are often located in the first sentence or the last sentence of the first paragraph of the article or the last paragraph of the article, so we should pay special attention to these paragraphs when reading.

4. Conclusion

In today's information age, English reading comprehension is an indispensable part of whether it is for better work, life, or to cope with various English tests. We should master a certain reading strategy and practice a lot to improve reading comprehension.

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