

Study on Teacher-student Interaction of English Reading Teaching in Senior Middle School

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Abstract

The teaching mode of reading is mostly conducted by the teacher, which tends to ignore the cultivation of Students' ability to practice and to learn autonomously. A lot of time and energy have been spent, but the students' reading ability is still weak, let alone the improvement of their communicative ability. The disadvantages of the exam-oriented English teaching mode, especially the students' English application ability and subjectivity, have been ignored. This part of the problem is increasingly prominent while the country's reform of the English education examination has reduced the proportion of English scores in the total score of the college entrance examination. At the same time, Teacher has adopted the policy of taking the highest score in multiple choice examinations, focusing on cultivating students' ability to pass exams. Therefore, in order to cultivate students' ability to use English and change the present teaching practice methods, we must form a learning-centered classroom teaching mode. The truly effective interactive mode of reading teaching is that students learn knowledge through effective interaction under the guidance of teachers. It pays attention to the cultivation of students' thinking ability, problem awareness, cooperation and inquiry creativity, and it also pays attention to the formation of learners' good reading habits and the improvement of their comprehensive abilities. This paper attempts to explore this issue in combination with the teaching practice of English reading in senior middle school. First of all, the author summarizes the research background and relevant literature, summarizes the basic structure and relevant theoretical knowledge of dynamic teaching, and expounds interactive teaching. The subjects for this study are two Grade One classes in a senior middle school in a medium-sized city of Jilin Province. The author carried out research on English reading teaching according to cognitivism teaching theory, behaviorism teaching theory、humanistic teaching theory and the social interactive teaching theory and the interactive reading teaching mode. Through questionnaires and interviews, the author collected data and made analysis with a statistics software to comparative figures of the collected relevant data. Besides, the author analyzed the teaching effect and implementation significance of interactive teaching.

Keywords

Senior middle school English reading; Teacher-student interaction; Students' initiative.

1. Introduction

Teacher-student interaction, as the most basic and main interpersonal interaction in school education, contains educational, psychological, social and other aspects. Good teacher-student interaction is not only conducive to the improvement of classroom teaching quality, but also conducive to the comprehensive and harmonious development of students' body and mind, the formation of good personality of teachers and teachers' professional growth. Good teacher-student interaction needs not only to pay attention to the practical needs of students, but also to meet the development needs of students, through flexible selection of appropriate teaching modes and targeted creation of teaching scenarios to complete the teaching objectives, so that

all students in the class can achieve overall good development. Teachers should encourage students to make critical inquiries. In teaching design, teachers should guide students to conduct independent, exploratory and cooperative learning activities as the goal, promote teacher-student interaction, generate new questions, new understandings and new results in the interaction, so that students can get real experience in learning and stimulate their own creative potential based on a good grasp of knowledge.

2. Literature Review

Classroom interaction between teachers and students refers to the activities between teachers and students in the classroom teaching situation. Such activities take place respectively on both sides of the teacher and students, in terms of cognition, emotion, attitude, values and other aspects of the process of interaction, and it refers to the interaction and mutual influence between teachers and students. It also refers to the way and process between teachers and students through the act of information exchange and other activities, which may cause psychological and behavioral changes. Classroom teacher-student interaction includes the interaction between teachers and student groups, the interaction between teachers and individual students, the interaction between students, etc. The teacher-student interaction discussed in this paper refers to the interaction between teachers and students in a narrow sense. Through the study of senior middle school English classroom interaction between teachers and students, this research is to find out the patterns of interaction between teachers and students in the classroom teaching.

2.1. Theoretical basis

Since the 1990s, continuous introduction of Western educational theories has exerted a profound influence on Chinese teaching concepts, forming many new concepts different from traditional teaching, and becoming a new trend in line with the spirit of educational reform. This provides a rich theoretical foundation for studying the application of teacher-student interaction in English reading teaching in senior middle schools.

2.1.1. Cognitivism teaching theory

Contrary to behaviorism, cognitive psychologists discuss learning from the perspective that individuals act on the environment, rather than the environment causing people's behavior. The environment only provides potential stimuli, and whether these stimuli are noticed or processed depends on the internal psychological structure of learners.

2.1.2. Behaviorism teaching theory

The behaviorism teaching theory originates from the research of behaviorist psychology, and the relevant research results of behaviorism learning theory are the important theoretical sources of behaviorism teaching theory. The teaching theory often used in teaching is a program teaching. This program design needs to reasonably design the teaching materials. According to the logical order inside the teaching materials, the pre-arranged teaching materials are divided into many small units in operation, and the program is compiled according to the strict logical order to convert the teaching information into a series of questions and answers. Before students enter a new unit to learn, they must first answer some questions about the previous unit. If the answer is wrong, the program will either provide some hints to the students, or directly tell the correct answer. Only after going through this hurdle and the students truly understand the correct answers to the questions related to the previous unit, can they enter the new learning unit, so as to guide the students to achieve the expected goal step by step.

2.1.3. Humanistic teaching theory

Humanistic teaching view is formed and developed on the basis of humanistic learning view, which is rooted in its natural human nature theory. Humanistic psychologists believe that human nature comes from nature, and natural human nature is human nature. Their common belief is that everyone has the ability and motivation to develop their own potential. Behavior and learning are the products of perception. Most of a person's behavior is the result of his own view. Thus, real learning involves the whole person, not just providing facts for learners to know. Real learning experience enables learners to discover their own unique qualities and characteristics as a person. In this sense, learning is also a cognitive activity. Becoming a perfect person is the only real learning.

2.1.4. Social interactive teaching theory

Generally speaking, when it comes to interaction, there are three ways of interaction, that is, the interaction between students and teachers in the classroom which include one-way, two-way, multi-directional types. The cooperative learning theory believes that the classroom in which a teacher teaches together with students learning should be such a complex learning interaction activity, all of which are the extension and development of cooperative learning from the teaching, which is the concept of "teaching as a bilateral activity". For the teaching mode of group cooperative learning, the diversified interaction of the above three forms in the teaching process is the dominant idea of cooperative learning. In the process of cooperative learning, group members and teachers are interdependent in the classroom. It is this interdependence that forms the concept of classroom. In this interaction, individual activities and collective interests are closely related to each other. Only when the collective reaches the common interest goal can the individual interest goal be considered to be achieved.

2.2. Studies at home and abroad

According to the discussion of scholars at home and abroad, we can see that interaction contains the characteristics of equality, cooperation and social interaction, and these characteristics are advocated in today's education reform in China.

2.2.1. Studies at home

The research on classroom interaction in foreign language teaching started relatively late in our country, so the research is still in the initial stage of development. Around the 1980s, scholars began to have a certain amount of foreign language interactive research, and "many of the ideas and views of these research are of quotation, introduction, translation, etc. of foreign literature" (Liu Runqing 2000). But in the past three decades, our educational level has made great progress, while foreign language teaching has been paid attention to, and interactive teaching has also received corresponding attention. Pei Rongjun(2007) put forward teaching strategies for improving the level of interaction between teachers and students in primary and secondary schools in China from two aspects of operation and concept in his research. In addition, in the operational strategy, specific strategies to improve teacher-student interaction are proposed from the three aspects of cognitive interaction, emotion and personality. Wen Ping (2000) elaborated on the interactive teaching strategy based on constructivism, and pointed out that the focus of teaching must be shifted from teachers to students, from teacher-centered classroom teaching to teacher-student interactive classroom teaching.

Teachers should also try to help students learn to learn independently and return the initiative in class to students through discussion, group activities, role playing and other teaching methods that students are interested in and willing to actively participate in. Wang Fusheng (2007) put forward in his research that teachers should pay attention to the establishment of harmonious teacher-student relationship and create the effectiveness of teacher-student interaction. They should pay attention to effective interaction between teachers and students,

so as to improve the classroom efficiency, and they should also pay attention to the emotional exchange between teachers and students, so as to improve the teaching effect and complete the teaching task.

2.2.2. Studies abroad

The study of interaction began with the work of sociologists and psychologists. American social psychologist defined interaction as "the mutual working process between signs and language". In his further proposed "sign interaction" as the main form of social interaction, interaction plays an increasingly important role in second language learning. Many scholars have discussed the interaction research. It is suggested that through interaction, such as speaking or reading authentic language materials, or communicating with their classmates in discussions, role plays, tasks to solve problems together or short dialogues, students can improve their knowledge of language. In the interaction, students can use the language which they have mastered. They have learned to use language in real life interactions. Although most researchers believe that classroom interaction has great benefits for language teaching and learning, it creates more opportunities for English learners to master knowledge as soon as possible and put it into practice. However, the interaction in real classroom teaching is still far from enough.

2.3. The Significance of teacher-student interaction

The current curriculum and teaching reform of basic education strongly advocate teachers and students to achieve common development through active interaction in the teaching process. This teaching concept is known by teachers and students and applied to classroom teaching. A series of problems, such as what characteristics should various interactive ways in cooperative teaching have and how teachers and students can construct subjectivity in classroom interaction, cannot be solved only with the past and existing experience. Therefore, by approaching teachers and students, entering the classroom and studying the classroom, the author tried to provide operational strategies for promoting the classroom interaction of cooperative English teaching in senior middle school from the perspective of practice. The interaction between teachers and students will play an important role in improving the quality of English teaching. It is mainly reflected in the following aspects.

Teachers should enhance the principal position of students. Students are the entities who learn. Teachers should respect and develop students' subjective consciousness and initiative in classroom teaching, and let them become the masters of learning. Students should not be regarded as simple cognitive entities, but as people with a complete life. Teachers should also awaken students' sense of autonomy and let them understand that teachers are only their facilitators who guide students to come out of passive acceptance and know themselves through various ways.

Teacher should improve teaching efficiency. Good teacher-student interaction is based on a relaxed and positive learning atmosphere. If students' spirit is always in tension or depression, the learning efficiency will not be very high. That will affect the students' views on the subject or subject teachers, and the window of mutual spiritual communication will be closed. On the contrary, a good teacher-student relationship and harmonious classroom atmosphere will imperceptibly affect students' learning psychology and cause resonance in an invisible way.

Teacher should Improve the ability of communication. In English classroom teaching, teachers can introduce an interesting topic and encourage students to talk about it freely. When students have the same views or have similar interests, they will have a harmonious exchange. On this occasion, their oral English can be improved. At the same time, their potential and motivation to use English have also been stimulated. Therefore, the interaction will be strengthened, and students will further respond to each other's ideas and complement each other's knowledge. As a result, wisdom is inspired, inspiration is awakened, and students will carry out creative inquiries.

3. Research Design

In order to find out teachers how teachers interact with students in senior middle school and how they can help students learn confidently and happily, cultivate their habit of cooperative learning, improve their ability of cooperative learning, and enhance their awareness of cooperation, this paper is designed as a empirical research. The purpose is to establish a learning-centered, fast and effective mode of English reading teaching.

3.1. Research questions

According to the author's classroom observation in the past two weeks, it is found that some teachers in this senior middle school stimulate the interest of English learners with their unique English teaching style and teaching mode, and help them master the English learning methods and achieve excellent results in the exam, which is highly praised by students and parents. This situation has aroused the interest of many researchers. Based on the observation record in this school during the summer vacation, the author puts forward three questions on the summary and analysis of the interactive teaching methods of the teachers in this school in English teaching. The study is intended to find answers to the following questions.

How is interactive teaching conducted in the senior middle school?

How do the students accept the mode of interactive teaching in English reading class?

What effects can be achieved in English reading class with interactions?

3.2. Subjects for research

The interviewees are 14 English teachers and 50 senior middle school students. The interview mainly involves the ways, attitudes, processes, evaluations, object selection, the influence of teacher-student interaction on students' English learning and communicative competence, as well as the existing problems and reasons in teacher-student interaction. The interview results show that the current ways of teacher-student interaction mainly include questioning, discussion, group cooperation, debate, classroom performance, etc. Questioning, discussion and group cooperation are often used in English classes. Students prefer to discuss and cooperate with teachers equally in a pleasant classroom situation.

3.3. Research methods

Based on the real interaction between teachers and students in the classroom, this study analyzes and states the current situation and existing problems of teacher-student interaction in the senior middle school English classroom by means of investigation, observation and interview, and puts forward suggestions and reflections on this basis.

4. Data Analysis

Through investigation, it is found that concerning the influence of teacher-student interaction on English learning and communicative competence in the interview, 86% of the students expressed their interest in learning English through teacher-student interaction, 74% of the students thought that learning methods could be improved, and 76.4% of the students said that through teacher-student interaction their English was improved.

Sitting in the last row of the classroom, the author observed the interaction between teachers and students in an English class by non-participatory observation method, and recorded their language and behavior changes, teaching process, teaching implementation and teaching evaluation. After summarizing the information and analyzing the students' learning situation, the author collected data in preparation for analysis.

4.1. Date collection

Activity 1: Activating background information about protecting cultural heritage

The teacher asked students to talk about three pictures:

Picture 1: A black and white photo of Wuzhen in the past.

Picture 2: A modern town with only tall buildings.

Picture 3: The present Wuzhen where cultural relics like the ancient buildings are well protected.

After the discussion, the teacher asked students the following questions:

Question 1: Do you know this ancient water town?

Question 2: Which do you prefer, Picture 1, Picture 2 or Picture 3?

Then the teacher asked the students to focus on the opening page of the unit and answer the following questions.

Question 1: What can you see in the picture on the opening page?

Question 2: How do you understand the quotation? Heritage is our legacy from the past. What do we live with today and what shall we pass on to future generations? According to the title and pictures, what is the reading passage about?

In this part, the teacher displayed pictures related to the subject through multimedia software and puts forward questions related to the subject. This part enables students to enter the classroom atmosphere and naturally develop interest in the subject and think actively.

Activity 2: Reading to figure out the structure and the main idea

The teacher asked students to read and figure out the structure of the passage, and the teacher presented to the following questions by having a discussion with their classmates:

Question 1: How many parts can the passage be divided into?

Question 2: What is the main idea of each part?

Under the guidance of the teacher, the students took the initiative to discuss the correct structure of the essay:

Part 1 (Paragraph 1) Introduction: problem.

Part 2 (Paragraphs 2 and 5) Example: how to solve the problem.

Part 3 (Paragraph 6) Conclusion: solution.

In this part, students independently divide the structure of the article, so that students can preliminarily divide the structure of the article in cognition, which is helpful to the next step to have a comprehensive understanding of the text. After that, the teacher moves on to the next part.

Activity 3: Reading to understand a problem

The teacher asked students to read paragraph 1 and answer the following questions:

Question 1: What is the problem?

Question 2: What is the relationship between the second sentence and the third sentence?

After the students answered the questions, the teacher slowed down his speech speed and raised his voice in order to deepen the students' understanding of the two paragraphs. The teacher said, "The second sentence mentions a problem in society today: old things are being replaced by new things. The third sentence tries to find a solution to this problem." Then, the teacher asked students to read paragraph 2 and answer the following questions:

Question 1: What is the challenge mentioned?

Question 2: Why did the Egyptian government make a proposal to build a dam across the Nile?

Question 3: The proposal led to protests. Judging from the context, what does "protests" mean? Why would the proposal lead to protests?

Question 4: Why would the building of the dam damage the temples and the cultural relics?

In this part, by guiding students to answer the above questions, teachers can effectively continuously understand the content of the article, grasp the details of the article, and pave the way for the next step of teaching.

Activity 4: Reading to understand the paragraph 2 and paragraph 5.

The teacher asked students to write several questions for their partner about how the problem was solved in Egypt and pay attention to the timeline when writing, and the teacher added a requirement that the students must work in pairs, and some students can stand up to ask and answer their questions in front of the class.

This is the example of the activity:

Student 1: Who did the Egyptian government turn to for help?

Student 2: The government turned to the United Nations for help.

Teacher: Why did the Egyptian government turn to the United Nations for help?

Student 1: Because the UN had the funds and technology.

Teacher: Why did the UN have the funds and technology?

Student 3: Because countries all over the world had joined the UN, so they could provide funds and technology by making efforts together.

After that, the teacher asked students to review the whole process of how the problem was solved with the help of the timeline.

Activity 5: Reading to learn the writing techniques.

In this part, the teacher asked students to read about the preparation work that started before the project in Paragraph 3. At the same time, the teacher asked following questions:

Question 1: What do you think of the preparation work?

Question 2: How did the author describe the preparation work?

2. Read about moving the temples and relics in Paragraph 4.

Question 1: What do you think of the moving work and rescue efforts?

Question 2: How did the author describe the process?

The students answered the questions in the form of group dialogue. In the process of answering the questions, the students not only had a deeper understanding of the article, but also effectively improved the oral expression ability, and also this part can be conducive to the cultivation of students' teamwork spirit.

1. Review the passage and draw a mind map of it.

In this part, the teaching processed not only gives play to students' individual thinking ability, but also strengthened students' understanding of the content and structure of the article through drawing. It is also a review of the previous, and can stimulate students' interest and increase their initiative spirit.

2. Finish Exercise 5 on Page 5 of the Student's Book.

At the end of the course, students should be informed of their homework to consolidate what they have learned after class.

The following is a specific analysis of each activity in the teaching process of teachers and students in this English classroom from the perspective of teacher-student interaction:

Activity 1: The teacher introduced the theme background with pictures and unit quotes to activate students' known information. After that, the teacher guided students to guess the content of the article through the title and pictures to form reading expectations. This activity was the introduction of the text. Some teachers interacted with many students through question-and-answer interaction. The teachers asked many questions in class, and the students responded positively. The students assigned by the teacher to answer more questions are

mostly in the front row and the middle zone of the classroom. They are closer to the teacher, and teachers and students are more likely to have eye contact and communication. The form of interaction in this link is mainly one-way interaction between teachers and students, that is, teachers ask questions and students answer questions. It is hard to see students take the initiative to ask questions. In the interactive process, students do not take the initiative to answer the questions, but most of them are assigned by the teacher, so the classroom atmosphere is not active enough.

Activity 2: Teachers guided students to organize the basic structure of the article and understand the basic content of the article by reading without interference.

Activity 3: The teacher guided the students grasp the contents of the passage step by step and analyze the question layer by layer, so that students can further understand the main idea of the article. In this process, the teacher set tasks and guide students to analyze the relationship between sentences and paragraphs, guess the meaning of the words, and think about the meaning behind the sentences.

Activity 4: The teacher guided students to cultivate habit and way of independent thinking by reading, and clarify their thoughts by using time line. In this process, teachers help students to have a deeper understanding of the connotation of the text and the nature of events through timely questioning, so as to explore and think from the simple to the deep and improve the quality of students' thinking.

Activity 5: The teacher asked students to have a specific understanding of the preparation for construction and relocation work, and explain their personal views. In the reading process, students are reminded to pay attention to the verb blocks and numbers related to the topic content, and the teacher guide students to learn the writing skills while understanding the text content. In the homework part, the structure of the text is sorted out through the mind map to help students effectively and comprehensively grasp the main content of the text.

From activity 3 to activity 5, Teacher showed some related questions to help students reading and discussion. Answering is the main form of this part. In this part, there are many interactive ways, the classroom atmosphere is active, and the emotional interaction between teachers and students is strengthened.

4.2. Date analysis

It is worth noting that students often show a strong interest in acting when studying performative content such as drama. In order to arouse the enthusiasm of students in learning English, teacher gives their own suggestions and let students prepare after class, and then choose a certain time to let students perform the textbook plays after class or in class, and this method often receiving unexpected good results. Most teachers think that the process of interaction is worth paying attention to do it, while some teachers only pay attention to the result of interaction. In the interviews, many teachers believed that in order to achieve ideal results in the process of teacher-student interaction, teachers should make sufficient preparations before the interaction, such as careful lesson preparation and careful course design. In the process of interaction, we should actively create a pleasant classroom environment, carefully choose interaction methods, and encourage every student to participate actively. However, some teachers lack emotional communication with students in the process of interaction and only pay attention to knowledge interaction. Timely and appropriate feedback is rarely given during interaction and after interaction, which is often just a simple assessment of right or wrong. In the selection of interactive objects, teachers tend to choose students who are obedient, have good grades or a in the front position.

5. Conclusion

5.1. Research finding

After research, it can be preliminarily concluded that the average reading scores of the experimental class using the interactive teaching model in senior school, and the classroom teaching effect of adopting this teaching method is significantly superior to the traditional classroom reading teaching model, and the students in the experimental class have significantly higher initiative and enthusiasm in learning English than that of the control class. The author believes that the success of interactive teaching in the English classroom experiment mainly depends on the following aspects: Firstly, the use of interactive learning in the English classroom has created more opportunities for students to participate in classroom interactive activities, students actively participate in classroom teaching and interaction, learn knowledge and improve their ability in a relaxed and pleasant atmosphere. Interactive teaching creates a more active learning environment for students. Interactive classroom teaching design, teachers and students play together to complete the task, so that students can feel that the teaching activities are not only the personal performance of teachers as the main body, but also the common task of teachers and students. Secondly, as students whose role in classroom teaching has changed from passive learning to autonomous learning, their learning enthusiasm has greatly improved. Thirdly, interactive teaching can mobilize students' enthusiasm in learning English. In the past teaching activities, teachers have been teaching and students have been learning passively. The enthusiasm and initiative of students are relatively low, and the enthusiasm of learning English is not high. In the interactive teaching, we attach importance to the main position of students and let students integrate into the teaching. Teachers influence students in their own unique ways in teaching, and teachers design various forms of interactive teaching for students to stimulate students' interest and enthusiasm in learning English. Teachers act as parents to arouse teachers' enthusiasm for teaching, and teachers are more enthusiastic to give lectures, thus achieving remarkable results in teaching effect.

5.2. Suggestions for teaching

This paper's research on teacher-student interaction in senior middle school English classroom is based on the analysis of a senior middle school teacher's classroom teaching in Jilin Province. The research has limitations, on the one hand, because of the insufficient number of high-quality courses selected, on the other hand, because of the lack of time invested by the author. However, through the analysis of the interaction of this lesson, the author also drew several conclusions, which the author hoping to enlighten English teaching function.

5.2.1. Understanding students' psychology

The physical and mental development of students is regular. The physical and mental development of students has the laws of sequence, stage, imbalance, complementarity and individual differences, which are confirmed by modern science and educational practice. Students have great potential for development. Students have great potential for development and their intelligence level can be significantly improved. Students are people in the process of development, which means that students are still immature and growing.

5.2.2. Focusing on effective reading

Reading is an important part of English learning, and also a basic means to accept external knowledge and improve their own ability. In current English learning, many students' reading is only mechanical and formulaic surface reading, which cannot effectively improve their reading ability. The author believes that we should pay attention to cultivating students' deep reading ability and pay attention to the rationalization of reading methods in senior middle school English teaching.

5.2.3. Asking questions based on personality differences

When asking questions in class, we can pay more attention to what students want to know, rather than what teachers want students to know. Teachers can pay attention to students' learning characteristics. Each student's cognition is different. Some students will have errors in the interpretation of the same knowledge point. These cognitive errors are also good resources for teachers to ask questions. Teachers can seize this opportunity, that means guiding students to recognize errors, analyzing the reasons for this error, getting out of the error, and finding the correct answer. It can make students more impressed with this knowledge point, and guide students to consider questions under the teacher's step-by-step questioning.

5.2.4. Ensuring students to read carefully

It is very important to develop good reading habits for improving reading ability. Good reading habits are to grasp the main idea of the article and deal with the details of the article only by using vision without speaking. At the same time, we also regard reading as a pleasure. We choose the articles with moderate difficulty, vivid and interesting to train students and cultivate students' reading confidence, so as to develop good reading habits, improve reading comprehension, broaden students' knowledge, understand the cultural background and customs of the article. English is widely used in many countries and has rich humanistic connotations. With the process of economic globalization, it is very important to broaden the scope of knowledge, understand the cultures and customs around the world, and cultivate students' English reading ability. Cultivating reading ability and mastering reading skills are the key points in reading teaching. The ingenious combination of intensive reading and extensive reading and the capture of the details of the article can lead to intensive reading from paragraph to sentence. Students can obtain the paragraph meaning through extensive reading and find the answer according to the question. This technique is very direct, especially the students be required to answer the name of person, place, time and reason, so students can find it directly from the article. The key point of skimming is to have a focus. When we want to determine the theme of the article, the author's point of view, and the style of the article, we can choose to skim the words of this reading skill.

5.2.5. Stimulating students' creative thinking ability

Teachers can combine with the teaching and design activities of this project from exploring how to design, how to develop learning, how to correctly develop and how to utilize the unconventional knowledge problems of various students, designing the tasks of learning activities generated by their teaching skills. Teachers can build their own ability to encourage and support themselves to construct their own teaching activities, teachers can pay special attention to teachers' reasonable and use of the most scientific, appropriate, efficient and flexible modern curriculum teaching methods. Students can form their own level of comprehensive language understanding ability, material organization ability, analytical thinking and problem-solving ability. They can combine some new reading materials, practical problem analysis and the methodical application of their existing rational thinking methods at the same time, and then independently generate their own unique knowledge and new ideas.

5.2.6. Achieving interactive teaching fairness

Teachers can fully and respect the basic rights and obligations of free and equal participation in education development. Teachers can know there are various opportunities for students to have a development that teachers can make every educational student enjoys in accordance with their characters, fully distinguish and treat the specific differences between the characteristics of various students according to the specific characteristics of each type of student's personality. Teachers can flexibility use the specific teaching management principles or methods that are suitable for the development needs of their various personality strengths

to effectively promote the comprehensive and healthy development of all students' abilities, and gradually build a healthy, harmonious and happy English classroom.

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