Online English Reading Instruction in the ESL Classroom Based on Constructivism

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ABSTRACT

With the development of Internet technology, teachers are constantly seeking innovative methods to match the potential of enhanced technology. Although many studies have been conducted before on this subject, they are not enough in this field. The purpose of this article is to explore innovative designs to change traditional modes of teaching and examine the impact of online English instruction of reading, based on constructivism. The research study was carried out at the Number 9 middle school of Bengbu, an underdeveloped area of China. In the study, online methods were compared with traditional textbook literature methods to improve the reading proficiency of students. A questionnaire survey was designed specifically for this study and it was administered to the students at the end of a semester, and the data was analyzed. The outcome of this study indicated that students considered online method as effective and that they gained more knowledge. This method helped them in improving their reading skills, aroused student interest and motivation, and exam performance of the students has been improved significantly, and thus, it created a positive learning situation.

KEYWORDS
Constructivism Theory, English Reading Instruction, Impact, Innovative Designs, Online

1. INTRODUCTION

1.1. Background

The Internet is proved to be an effective tool for language learning. In recent years, its use in language classrooms has gained popularity as it has the potential to contribute to students’ experiential learning and their language achievement. In several studies, the Internet has been found to strengthen student linguistic skills by fostering their overall language learning attitudes. Similarly, there is evidence that students can improve their perceptions, attitudes and motivation in language learning by using the Internet (Mohamad, 2019).

In an era of Internet Information Resource sharing, with the internationalization of China, English is a major subject in the schools of China, therefore it becomes more and more important in our daily life; using information technology is beneficial to develop English teaching and

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learning in campus. English teachers face two major challenges. First, they must make their students adapt the information society. Second, they provide information technologies to service education better. That is why information technology and English have been put at the top of all curriculum reforms in China. The new national English Curricula Syllabus requires that teachers fully utilize modern technology to exploit English teaching resources, arouse students’ interest, and improve their study efficiency. (Li, 2017, p. 5) English language education is trying to meet needs of the twenty-first century, teacher must master electronic technology and skill. To achieve this goal, it suggests that modern educators should adopt efficient teaching methods and use Online methods. (Song, 2013, p. 2) Nearly two-thirds of the world’s science literatures are written in English. Thus, English reading is the main means with which people get to understand the development of the world. (Zhang, 2017, p. 29) Reading is the most important part of English teaching. In the traditional English teaching mode, teaching effects are not ideal, online instruction not only creates an English learning environment for students, but also improves their reading and understanding skills, ability of listening, speaking, writing, stimulates students’ interest in language learning. (Zhou, 2005, p. 53).

There are many advantages of using Online instructions. (Stepp-Greany, 2002, p. 165). The first, language learners can communicate directly, inexpensively and conveniently with other learners or native speakers in the Internet environment, through video, e-mail, Facebook, Skype or other social software. Students can get abundant resources (e.g. newspapers, magazine, articles, radio broadcasts, short videos) on the Internet, giving them more opportunities for practice. In addition, Internet resource innovate, enrich traditional instruction methods and means, stimulate students’ initiative and creativity, not reciting the word and grammar boring. At last, teacher can test online, and collaborative discussion is held among students. Online instruction is a complement to traditional classroom instruction. We can all share information resources by Internet, it reflects the superiority of Internet in the future of education field, based on the theory of constructivism, it offers an innovative means to improve the efficiency of English reading learning and students’ achievement, especially in students who are not interested in learning English (Li, 2007).

Approaches to language teaching have radically changed with the exponential growth of educational technology since the early 21st century. Warschauer and Kern have classified three distinct phases. They are a) structural CALL (computer assisted language learning)- 1970s to 1980s; b) communicative CALL-1980s to 1990s and integrative CALL from the early 21st century. In the last phase, the evolution of multimedia and Internet led to content-based ESL instruction. (Vijayakumar, 2018, p. 100).

Media sources are often incorporated in various disciplines in classroom teaching. In a qualitative study of social science classes, students reported this method to be effective for supporting their learning (Tan & Pearce, 2011). The Internet has additionally been found to facilitate the development of language skills. (Ganderston 1997), for example, used the technology to teach reading and found that the interactive Web-based reading program which he used strengthened his participants’ language skills and learning across diverse topic areas. Similar positive effects were observed in the integrative teaching of reading and writing. Strategies for Differentiated Teaching for English Learners (Xu, 2012). To provide different teaching models and a set of instructional reading strategies and materials for current and future classroom, teachers to help them enhance the quality of reading teaching for English learners. The effectiveness of integrating media sources can also be supported by quantitative results of social studies students’ critical thinking based on their academic performance as measured by test scores.

The Efficiency of online English Language Teaching on Students’ Reading Skills describe that the students are more successful in Online instruction. This study has significance since the result affects the curriculum of the English courses (Nadiran, 2008). The Effects of Computer Instruction on College Students’ Reading Skills by Alison states that Computer-based instruction
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