

Analysis Comparing the Approaches Used by Novice and Seasoned High School English Reading Teachers.

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Abstract

Reading is a key component of teaching English in high school. This study contrasts and compares the pre-, while-, and post-reading teaching styles of inexperienced and seasoned teachers using the PWP paradigm, and it comes to five conclusions: Both inexperienced and seasoned educators are more aware of the fundamentals of teaching reading; 2. inexperienced educators pay less attention to their students than experienced educators; 3. inexperienced educators are less familiar with their students; 4. inexperienced educators are less familiar with the subject matter; and 5. inexperienced educators are less hands-on with their students than experienced educators. Lastly, the following four suggestions are for inexperienced teachers: Novice teachers have four requirements: 1) they must adhere to the "student-centeredness" principle; 2) they must adopt proper teaching posture; 3) they must get familiar with the subject matter; and 4) they must gain more experience in the classroom.

Keywords

PWP Model; Comparative Research; Beginning Instructors; Seasoned Teachers; Teaching English Reading.

1. Introduction

The recommended teaching objective for English core competencies is included in the revised General Senior High School Curriculum Standards. The four main components of English proficiency are language ability, cultural awareness, learning ability, and thinking capacity. The foundation of the four key competences is language ability. It encompasses the following skills: writing, reading, listening, and viewing [1]. The following characteristics also show the state of reading ability: 1. In the new Gao Kao (Chinese university entrance examination), reading obtains the highest mark. 2. To help students realize theme comprehension, language proficiency enhancement, thinking capacity cultivation, and the contribution of cultural awareness, it is suggested in the Foreign Language Teaching and Research Press compulsory second textbook that the focus be on the core language and structure through discourse and reading activities [2]. As a result, teaching reading has grown in importance in high school English classes.

However, there are many aspects of similarities and differences between new and experienced teachers in teaching reading [3]. These differences can be attributed to differences in teaching experience, teacher ethics, cultural background, educational literacy, and psychological quality. According to Lian Yung [4] novice instructors are educators with less than two years of experience, while experienced educators are professionals with at least five years of experience and an intermediate level of qualification under their belts. In this paper, we compare and assess the pre-, while-, and post-reading English reading teaching approaches of experienced instructors and beginner teachers using the PWP model. Pre-learning, while-learning, and post-learning are the three phases of the learning process that are separated into the PWP model. Following the new curriculum reform, this teaching approach—which incorporates the ideas

of student-centered and activity-based learning—became increasingly popular [5]. In this essay, the pre-reading, while-reading, and post-reading reading teaching models of inexperienced and seasoned educators will be compared and examined.

Therefore, based on the background of the new curriculum standard, this paper takes the PWP teaching mode as the analytical vehicle to provide suggestions for high school English reading teaching by comparing and analyzing the reading teaching modes of novice teachers and experienced teachers.

2. Experimental Process

2.1. Analyzing Sources of Material

2.1.1. The A High School in Nanchong City, Sichuan Province, China

Two special-class English teachers who work at Nanchong City's A secondary school, a prominent secondary school in the top three in Sichuan Province, were the study's subjects of observation. Both male and female teachers were included in the observations to exclude any potential gender interference. There was a male teacher and a female teacher.

2.1.2. The B-video Platform

The B video platform, which spans a variety of industries including education, is the biggest video platform in China. The videos on the B video platform come from a range of sources, including official recordings from various educational organizations, secondary schools, and colleges, as well as the firsthand accounts of both seasoned and inexperienced educators. In the meantime, the platform's reward model contributes to the high caliber of its videos. Number of likes, favorites, coin amounts, length and screen processing technology are all taken into consideration when determining the reward criteria for a given video.

Type "high school English reading teaching" into the B video platform's search bar, and the videos of skilled instructors from top secondary schools' actual classrooms as well as those that took home top honors in the teaching skills competition will be filtered based on the quantity of plays. Enter "novice high school English teacher" in the B video platform's search bar, and then refine the videos of inexperienced teachers teaching English reading based on the quantity of plays, the blogger's personal page profile, and the blogger's video profile.

2.1.3. C English Language Instruction Center in Sichuan Province, Nanchong City

An outstanding teacher who has gotten positive comments from parents; graduate and undergraduate students from a nearby university; and a former university professor make up the teaching team of a well-known C English training facility in the area. The study's participants included two graduate students majoring in subject teaching (English), one full-time teacher who was well-liked by parents, and one member of the teaching staff who had previously held a professorship at a university.

2.2. Analyzing Dimensions

2.2.1. Pre-reading

As per the notion of interactional models, students must integrate their schemas with textual information to derive the text's meaning. Schemas make reference to the language, text, and world knowledge that students already possess. As a result, an introduction portion normally comes before English reading. Its goal is to set up a thematic environment and spark students' curiosity in order to activate their schemas [6].

Both seasoned and inexperienced educators bring up pertinent introductions prior to reading, based on the observation. Their pre-reading introductions included a variety of media, including images, music, videos, and more, enabling multimodal English instruction. In order to enhance the quality of instruction, multimodal education employs visuals, audio, video, and

other media to pique students' senses[7]. In order to assess and enhance students' comprehension of the presented materials, they all developed contextualized questions for the introduction section.

The following attributes of skilled teachers' pre-reading instruction were present: 1. They frequently include themselves and their pupils in the teaching issue with the help of their introduction section. To illustrate, they could perform songs, show students' familiar things, etc. 2. They crafted moderately challenging questions that were directly tied to the theme for the opening part. There were two types of questions: closed (simpler, with a predetermined solution that helps students feel more confident in themselves) and open questions (with no definite answer, which are beneficial to the development of students' thinking capacity).

The following characteristics of pre-reading training for inexperienced teachers were present: 1. Their introduction materials may spark students' interest because they were directly tied to the theme. Most inexperienced educators were adept at using the Internet to locate resources that matched the theme. They also knew the pupils' interests because they were about the same age as their students. 2. The complexity of the questions they posed, however, was not evenly dispersed. Occasionally, they would pose questions that were overly straightforward, such ones with answers found right in the introduction. 2. Occasionally, they posed excessively complex queries, including those pertaining to measurements. These kinds of questions are often addressed once the class has finished its discussion and the students have read and learned the article, i.e., once they have acquired the necessary knowledge.

2.2.2. While-reading

Skimming and scanning are typically involved in while-reading (Wang Q., 2000: 194–201). By skimming, the instructor assists pupils in understanding the main points of the text and the sections. Through scanning, educators assist pupils in comprehending the specifics of the piece, including its content, the date, the reason, the location, and the manner in which it was executed.

The following characteristics of the reading instruction provided by seasoned educators: 1. They knew the teaching content well. The instructional material has been repeated numerous times because of the extensive teaching experience. As a result, when teaching reading, seasoned educators were less likely to turn pages in textbooks or scroll through multimedia files on computers. With fewer instruments, they were able to teach naturally and fluently. 2. They gave their students more of their attention. When teaching, seasoned educators monitored students' responses, gave prompt instructional support, engaged in conversation with passive learners, maintained order in the classroom, and so on. 3. They employed an assortment of pedagogical approaches. Their directions for teaching wordings were straightforward, and the degree of difficulty was appropriate for the students. In terms of asking techniques, they tailor their queries to the students' proficiency levels and alter their approach when there are gaps in the students' responses in order to preserve the students' self-worth. For instance, they switched from asking open-ended to option-filled closed-ended questions. 4. They had a generous and organic teaching style, which was exemplified by their lively tone of voice, welcoming facial expressions, and expansive body language.

The following traits of inexperienced teachers' reading instruction were seen in them: 1. They were unfamiliar with the subject matter. It was discovered through observation that inexperienced teachers tended to rely more on multimedia cue words and textbooks. This contributed to the inexperienced teachers' disregard for their students as well as the lack of communication amongst them. 2. Their attention was primarily on themselves. Inexperienced educators corrected their own grammar mistakes too often because they were too aware of them. Additionally, they focused too much on how they delivered the material in the classroom, ignoring the questions of whether or not the kids engaged in the activities, comprehended the material, and whether or not the discipline in the classroom was appropriate. 3. Their resilience

was lacking. Novice teachers might hesitate and become anxious in unforeseen circumstances. For instance, rather than asking a better question, the inexperienced teacher might decide to make the student sit down when they couldn't answer it. 4. They did not adopt a naturally occurring teaching position. Novice teachers struggled with issues including chilly facial expressions, little classroom movement, and monotone speech when speaking to children since they were inexperienced.

2.2.3. Post-reading

After post-reading, there's typically a language-based activity where students can express their opinions. In addition to encouraging the application of knowledge to enhance understanding, this session can be used to assess student learning objectives and the efficiency of the instructor's instruction. Language output exercises, such as writing and spoken expression exercises, are typically completed during the post-reading period. The activities typically include open-ended questions with no predetermined solutions; nonetheless, responses must take into account the students' prior knowledge and schemas.

The following characteristics of experienced teachers' post-reading instruction were observed: They were adept at providing students with scaffolding. Originally, the word "scaffolding" refers to the scaffolding that was used to support building floors in the construction business. Constructivism defines "scaffolding" as the assistance that teachers or more experienced peers give to students[8]. Due to the complexity of the activities in the post-reading portion, seasoned teachers gave students scaffolding to help them complete the assignments by giving them examples, important terms, and frames, among other things. 2. There was a strong connection between the activities and the while-reading part. Skilled educators typically created progressively more challenging exercises for the post-reading portion that were linked to the reading section's activities and used the former as a foundation for the latter. For instance, seasoned teachers might assign students to write a paraphrase or a sequel based on the text's framework in the post-reading session after assisting them in organizing the text's framework during the while-reading session. After reading, students were supposed to participate in activities that require them to express themselves verbally using the words and phrases they learnt in the reading. 3. Emotionally stimulating post-reading exercises are a possibility. In order to cultivate students' cultural awareness, seasoned teachers should draw on humanistic feelings from texts they have read, as well as sensitize and appeal to students in post-reading activities[1].

The following traits of novice teachers' post-reading actions were observed: 1. They had the ability to connect with the while-reading session. The while-reading sessions helped novice teachers to clarify their post-reading sessions, and they were able to create post-reading activities that revolved around the theme. 2. There was a lack of understanding of the activities' difficulty. Inexperienced educators would create post-reading assignments with closed questions or easier requirements that did not foster students' creative thinking. Additionally, they also created assignments that were too challenging for the pupils to finish. 3. The scaffolding they provided was inadequate. Less "scaffolding" was given to pupils by inexperienced teachers during post-reading exercises. For instance, they allow students to write independently when students were only given the theme and no frameworks or keywords, or they allow students to role-play when only giving the theme and no templates or keywords. Their insufficient knowledge of pupils' language proficiency and inexperience as teachers were the causes of this.

3. Analysis of Results

Following a comparison and analysis of the pre, while, and post-reading instructional patterns of inexperienced teachers and experienced teachers, the author arrived at the following conclusions:

3.1. Teachers with Varying Degrees of Experience are Equally Aware of the Fundamentals of Teaching Reading.

The PWP paradigm, which separated reading teaching into pre-reading, while-reading, and post-reading, was reported to be employed by both inexperienced and seasoned teachers. In each area, appropriate instructional strategies and exercises were employed. In other words, a pre-reading scenario was developed and introduced. While reading, there was a creation of skimming and scanning. The language and knowledge output sessions were set up in post-reading.

3.2. Inexperienced Educators Give Their Pupils Less Attention Than More Seasoned Educators.

Because of things like anxiety, insecurity, and incompetence, novice teachers tend to concentrate more on their own performance than on the material they are teaching, which exacerbates the issue of students not receiving enough attention. This could result in the classroom being disorganized, the pupils not comprehending what the teacher is teaching, a lack of contact in the classroom, etc. However, seasoned educators are typically able to be student-centered, timely in enforcing classroom discipline, assessing students' comprehension of material through observation and questioning, and attending to their emotional needs while in the classroom.

3.3. Inexperienced Educators are Not as Familiar with Their Pupils as More Seasoned Educators

Novice teachers typically lack a solid understanding of their pupils' reading levels due to their lack of classroom experience. This can result in issues like teachers posing too easy or too challenging questions, inexperienced teachers failing to provide students the support they need to learn after reading, and inexperienced teachers failing to modify their lessons according to the needs of each student throughout the reading session. On the other hand, seasoned educators pay close attention to their pupils, engage in frequent communication, assess their understanding, and employ a range of instructional techniques to support them in finishing the reading assignments.

3.4. Novice Teachers are Less Familiar with Content Than Experienced Teachers

Novice teachers may regularly watch multimedia and instructional materials in teaching due to a lack of practice and a lack of study on educational resources. This is among the causes of inexperienced educators not giving their pupils enough attention. Furthermore, not being familiar with the material might have negative effects including lengthening the reading instruction period, decreasing teaching effectiveness, and eroding students' confidence in the instructor. Skilled educators are seldom the ones to go through the textbook in class, and they hardly ever use multimedia resources as prompts. Instead, they typically use multimedia to provide students with access to cues.

3.5. Compared to Seasoned Teachers, Novice Teachers are Not as Physically Fit to Teach

Inexperienced educators may experience difficulties with instructional language fluency and clarity, intonation ebb and flow, awkward body position, and classroom walk. Such occurrences have the potential to lower student involvement in the classroom as well as their desire in learning to read. An experienced teacher's posture is generally easy and unforced. According to Krashen's Affective Filtering Hypothesis, students can learn to read more effectively in an environment that is supportive and natural, and that also reduces their affective anxiety. This increases the amount of comprehensible language that students encounter and enhances their learning efficiency. Language that is one level harder than the pupils' current competency level is referred to as comprehensible language. The primary provider of understandable language in the classroom is the instructor, and students acquire language mostly from this input[9].

4. Teaching and Learning Insights

4.1. It is Necessary for Novice Teachers to be Guided by the Principle of "Student-Centeredness"

The development of core competencies is the aim of classroom education, with students serving as the main participants. As a result, instructional tactics, materials, and content should be customized for each student based on their interests and skill level. Teachers ought to carry out the following in the classroom: Assign students moderately tough assignments, or those that fall within their Zone of Proximal Development. The level that a student can achieve with the assistance of their instructor or more advanced peers is known as the Zone of Proximal Development[10]. Provide students with opportunities to use the language, foster greater student-teacher interaction, employ a range of instructional techniques to assist students in completing assignments, and offer "scaffolding" to help them learn.

4.2. Novice Teachers Need to Develop Good Teaching Posture.

As a teacher, your teaching posture represents your "face" to students, parents, and other staff members. It also serves as a testament to your professionalism. Consequently, inexperienced educators should master professional classroom reading instruction, practice speaking fluently and authentically, and respond with generosity and a kind, friendly facial expression. Teachers should, for the most part, constantly be grinning.

4.3. Novice Teachers Need to Familiarize Themselves with the Content.

Since there is not much time in the classroom, teachers should become well-versed in the material they are teaching in order to increase the effectiveness of their instruction. Practice ahead of time and multiple times to help new teachers become comfortable with the material. Teachers can modify their lesson plans based on the available teaching resources once they have become familiar with the subject matter. Instead of taking a step-by-step method and depending too much on the instructional resources, educators should make use of them as they help students develop their fundamental abilities and raise their reading proficiency.

4.4. Novice Teachers Need more Practice in Teaching.

Practice is the most effective and only feasible way to improve teaching. Therefore, novice teachers should utilize their limited time and available resources to create teaching practice opportunities for themselves. Novice teachers can practice teaching through school competitions, part-time jobs, internships and other opportunities. Before practicing, novice teachers should be able to fully prepare their teaching content, treat students seriously during practicing, and constantly reflect and improve after practicing.

5. Conclusion

When it comes to teaching reading, there are both parallels and distinctions between inexperienced and seasoned educators. It was noted that instructors, regardless of experience level, possessed an understanding of the fundamentals of teaching reading. On the other hand, inexperienced teachers did not know their students as well as experienced teachers did, nor were they as physically present in the classroom. Moreover, inexperienced teachers paid less attention to their students than experienced teachers did.

Therefore, in order to improve their teaching skills, new teachers should ask more experienced teachers for advice, adhere to the "student-centeredness" principle when practicing, adopt proper teaching posture, become familiar with the subject matter, and—most importantly—practice teaching more frequently. They should also take every opportunity for teaching practice seriously and reflect on it promptly.

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