

How to Use Advance Organizer in Reading

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Abstract

"Advance organizer" is a teaching strategy proposed by American cognitive educational psychologist Ausubel in the early 1960s. It has been widely used in the teaching of various disciplines since its establishment. The advance organizer is a kind of guiding material presented before the learning task itself, with a higher level of abstraction, generalization and inclusiveness, and can be clearly associated with the original concepts in the cognitive structure and the new learning task. So, it can play an effective role in promoting teaching. However, in traditional reading teaching, teachers often focus on the acquisition and mastery of language knowledge, ignoring the cultivation of reading ability, resulting in low reading comprehension level of students, affecting the quality of teaching and hindering students' all-round development. Therefore, this paper will make some brief researches on the application of advance organizer in junior high school reading class.

Keywords

Advance Organizer; Junior High School English Reading; Application.

1. Introduction

The standards of the Compulsory Education English Curriculum stipulates that language skills are an important part of language use ability, mainly including listening, speaking, reading, writing and the comprehensive use of these skills. Of the five language skills, listening and reading are comprehension skills, and speaking and writing are expressive skills. In students' language learning and communication, these two skills are complementary and mutually reinforcing, and students should promote the development of their language skills through a large number of specialized and comprehensive language practice activities. [1] As one of the language skills, reading plays an important role in English tests, so it is particularly important to pay attention to the cultivation of students' reading ability in English teaching.

However, in the teaching of reading in junior high schools in China, on the one hand, due to the lack of correct teaching ideas, many teachers often pay attention to whether students have mastered the new words and grammatical structures in an article in reading classes, [2] but ignore the construction and improvement of students' cognitive structure and the cultivation of reading ability; on the other hand, due to the lack of necessary educational psychology knowledge, many teachers can not grasp the inner reading principles, but only emphasize the explanation and practice of basic knowledge such as vocabulary, sentence patterns, grammar rules, etc., and adopt top-down reading teaching model in a single form. [3] Although this teaching mode promotes the learning and mastery of language knowledge to a certain extent, it violates the law of students' cognitive development, and it is easy for students to lose interest in reading, and in the long run, the learning enthusiasm of learners will be reduced, resulting in passive acceptance of knowledge and "forgetting when they learn".

In the 1960s, the American psychologist of cognitive education, Ausubel, proposed the "advance organizer" strategy. This is a kind of guiding material that precedes the learning task itself, with a higher level of abstraction, generalization and inclusion, it can be clearly associated with the original concepts and new learning tasks in the cognitive structure so as to stimulate students

to use the original old knowledge to assimilate new knowledge and improve and update their existing cognitive structure. [4] Therefore, in order to mobilize learners' interest in reading and cultivate their reading ability, how to better implement the advance organizer strategy in the teaching of reading in junior high schools is worth further consideration.

2. Brief Analysis of Advance Organizer

2.1. The Concept of Advance Organizer

The advance organizer is an important concept of educational psychology proposed by the American educational psychologist David Ausubel in 1960. Ausubel argues that the key factor influencing receptive learning is the idea that plays a fixed role in the cognitive structure. So, he proposed the teaching strategy. The so-called "advance organizer" is a kind of guiding material that precedes the learning task itself, and its level of abstraction, generalization and synthesis is higher than that of the learning task. And it is related to the original concepts of the cognitive structure and new learning tasks. According to Shi Jinghui et al, the advance organizer may be a concept, a law or an explanatory text, or it may be an easy-to-understand language or a specific model of an intuitive image, the purpose of which is to build a bridge between the new learning task and the old knowledge, provide a conceptual fixing point for the new learning task, increase the discernment between the new and old knowledge, and promote learning transfer.

2.2. Characteristics of Advance Organizer

The advance organizer has the characteristics of wide connection, high generalization and easy acceptance. [3] Specifically speaking, firstly, it must establish a broad connection with the existing concepts in the student's cognitive structure; secondly, it must be a high degree of generalization and explanation of the relevant concepts in the student's cognitive structure; thirdly, it must be easy for students to accept and understand.

2.3. Classification of Advance Organizer

Ausubel divided advance organizer into two categories. [5,6].

The first category is expository organizer, used in unfamiliar learning materials. When students are faced with learning tasks, if the superior concept of assimilation of new knowledge is lacking in the student's cognitive structure, it is possible to design an organizer whose level of generalization and inclusion is higher than that of new material to be learned, with the aim of providing the most appropriate generics for new learning.

The second category is comparative organizer, which are used in more familiar learning materials. [7] When students are faced with a new learning task, if the student's cognitive structure already has the appropriate concept that can assimilate the new knowledge, but student is difficult to apply, or they can not distinguish the relationship between the new and old knowledge, they can design a comparative organizer that reveals the similarities and differences between the old and new knowledge, the purpose of which is to enhance the distinguishability of the old and new knowledge.

2.4. The Function of Advance Organizer

The advance organizer has a support function and a scaffolding function. On the one hand, if instruction is properly designed, the lead organizer can make students aware that some concepts in their cognitive structure can serve as support points for the establishment of new knowledge. On the other hand, advance organizer can explain the general principles and basic concepts, and can provide a framework for the learning of new knowledge.

3. Measures Taken to Use Advance Organizer in Reading

The use of advance organizer strategy in junior high school English reading follows three steps, namely, preparation, identification, and presentation. [8].

3.1. Prepare Advance Organizer

Before teaching reading, teachers should prepare the advance organizer. According to constructivist learning theory, new learning is built on the basis of students' original knowledge and experience, and the advance organizer acts as a bridge between old knowledge and new knowledge, so teachers are required to prepare the advance organizer according to the characteristics of students, the contents of teaching, and the student's English level. In general, teachers can learn about students' English learning status through surveys, quizzes, classroom observations, and homework feedback. [10].

For example, in Section B 2b, the reading part of "What time do you go to school?", the text describes the daily life of a pair of brothers, this topic is closely related to the life of the student, the teacher can take a student in the class as an example, prepare a similar activity like talk about your day. By using the people or things around students to create intuitive and realistic teaching situations can stimulate students' interest in learning, and students can easily understand the texts.

3.2. Determine the Type of Advance Organizer

Advance organizer includes expository organizer and comparative organizer. When determining advance organizer, the teacher should combine the reading material.

For completely unfamiliar reading material, teachers can employ expository organizer, which includes some knowledge that is familiar to the student and can be connected to the student's cognitive structure. For example, we can use a picture-based organizer to make students guess what's below by looking at the picture to prepare them for later reading. [8].

For new and relatively familiar reading material, students may feel confused. At this time, teachers can provide comparative organizer to help students learn to distinguish between the similarities and differences of the old and new knowledge while consolidating the old knowledge. For example, when explaining an article about E-mail English, although students are familiar with e-mail, they are unfamiliar with the concept of E-mail English. So, when teaching this article, teachers can design a declarative organizer and a comparative organizer. One organizer introduced E-mail English in plain language, and the other is the organizer who presented three messages with the same meaning but different languages. This not only communicates the old and new knowledge, but also improves the students' ability to distinguish between the old and new knowledge. [3].

3.3. Present Advance Organizer

After identifying the lead organizer, teachers should present them in a different way. For example, the use of easy-to-understand language, slides, videos and models. At the same time, teachers can also use some teaching techniques to present the organizer, such as the questioning method, the comparison method, the narrative story method and the interpretation method so that students can understand the advance organizer more clearly. For example, when explaining the reading material entitled "I'll send you a photo of Lucky", teachers can use narrative storytelling to tell students the story of mutual help between animals and humans, helping students better understand the theme of protecting and caring for animals advocated in the text.

There are many ways to present the organizer, in order to avoid the single way of presentation, in the actual reading teaching, teachers can reasonably use a variety of ways to present the

organizer according to the reading material and the physical and mental characteristics of the students, in order to attract students' attention and stimulate students' interest in learning.

4. Conclusion

In short, the improvement of English reading skills is very important for junior high school students, so teachers should reasonably and flexibly apply the advance organizer to the junior high school English reading class, so as to improve the learning ability of learners and improve the current situation of junior high school reading teaching.

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