

“Internet Plus” Application in Junior Middle School English Reading Teaching—Take Zunyi No. 11 Middle School as an Example

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Abstract—In the context of "Internet Plus", how to teach English reading is very important. In this era of Internet development, how to use "Internet Plus" in junior middle school English reading teaching is also very important. This paper takes the students of No.11 middle school of Zunyi city as the research objects to conduct a questionnaire survey. After the survey and data analysis, it concludes that there are many problems in English reading teaching in the middle school. One is to ignore students' subjectivity; Second, the teaching mode is simple and traditional; Third, students' poor reading ability and lack of reading enthusiasm; Fourth, examination-oriented English reading teaching ignores the cultivation of students' reading ability. Finally, according to the existing problems, the application of "Internet Plus" in English reading teaching provides enlightenment and suggestions for junior middle school English reading teaching. First, access to useful reading resources through "Internet plus"; second, to conduct situational interactive learning through "Internet plus"; third, the integration of reading resources; Fourth, make use of the "Internet plus" new reading teaching mode; fifth, cultivate students' reading interest through "Internet plus"; finally, teachers carry out task-based reading teaching effectively. This paper has certain research significance, and the proposed solutions can be used to guide junior middle school English reading teaching.

Index Terms—"Internet Plus", English reading, reading teaching

I. INTRODUCTION

"Internet plus" was proposed in November 2012. Its essence is the combination of the Internet and traditional industries. Popularly, Under the background of "Internet plus", English reading class refers to the effective integration of information technology and resources into English reading class by front-line teachers and the application of information technology to promote the reform of teaching mode and teacher-student interaction, to create a lively learning environment that enables students to make full use of information technology to recognize, explore and solve problems, and improve their comprehensive language literacy (Ni, 2018).

Entrepreneurs and scholars have discussed the connotation of "Internet Plus" from different perspectives. Centering on the relationship between the Internet and industry, they believe that "Internet Plus" is not only an infrastructure, but also a new technology of our production and life by cross-border integration and connection to reconstruct our thinking mode (Guo, 2017).

This paper will take Zunyi No. 11 Middle School as an example to explore the “Internet Plus” application in junior middle school English reading teaching.

II. SURVEY AND DATA ANALYSIS

A. Respondent

The respondents of this study are 48 students of the Zunyi No.11 Middle School. The school has an excellent team of teachers, complete teaching facilities and good learning atmosphere, so it is more conducive to the "Internet Plus" English reading teaching under such conditions.

Most of the students in this class have excellent grades and love learning, while only a few have low interest in English reading. If we make use of "Internet Plus" for teaching, we believe that the class will make great progress.

B. Survey Objective

The questionnaire survey in this study is mainly an online survey of students. The questionnaire is designed through the mobile phone software Questionnaire Star. The purpose of the questionnaire is to understand the reading interest of students in class 11, the teacher's usual class situation, and reading strategies. Through this investigation, it is intended to sum up the junior middle school English reading problems. Through the related issues of "Internet Plus" to junior

middle school English reading, we can understand the application of "Internet Plus" in English reading teaching in No. 11 middle school.

There are 15 questions in the questionnaire of this study, including 8 single choice questions and 4 multiple choice questions. Both single choice questions and multiple choice questions are required. There are also three open questions, which aim to understand the problems students encounter in English reading and how to solve them.

C. Investigating Procedures and Process

The investigation step of this study is to choose the research question first, set some questions related to English reading and Internet, and then send the questionnaires to students through QQ and WeChat to fill in the questionnaires. After collecting the data, analyze the results.

D. Data Analysis

This paper collected the questionnaires of 48 students and obtained the corresponding data. The following is the analysis of these data to understand the problems existing in junior middle school English reading.

TABLE 1
INTEREST LEVEL OF ENGLISH READING

option	subtotal	proportion
Be very interested in...	11	22.92%
Be interested in..	21	43.75%
general	14	29.17%
No interest whatsoever	2	4.17%

According to table 1, most students are interested in English reading, accounting for 43.75% of the total. Students with a general interest in English reading account for about 29.17 percent. Students who are very interested in English reading account for 22.92%. Only two students showed no interest in English reading. It can be inferred that the majority of students in this class are interested in English reading, which also shows the importance of English reading to them.

TABLE 2
SATISFACTION DEGREE OF ENGLISH TEACHERS' READING TEACHING METHODS

option	subtotal	proportion
Great satisfaction	14	29.17%
satisfaction	20	41.67%
general	11	22.92%
unsatisfied	3	6.25%

As can be seen from table 2, about 70% of students are satisfied with the English teacher's reading teaching method, which indicates that the teacher's reading teaching still plays a certain role and helps students. 22.92% of the students were moderately satisfied with their teachers, indicating that teacher' English reading teaching methods have little influence on them. Only 6.25% of the students were not interested in the way the teacher taught English reading. It indicates that there are still some problems in the teaching methods of English reading.

TABLE 3
FREQUENCY OF TEACHERS USING THE INTERNET FOR ENGLISH READING TEACHING

option	subtotal	proportion
Very frequent	8	16.67%
At times	22	45.83%
seldom	15	31.25%
hardly	3	6.25%

As can be seen from table 3, 16.67% of the students think that teachers often use the Internet to assist English reading teaching, while 45.83% of the students think that teachers only sometimes use the Internet for English reading teaching. Even 6.25% of the students think that teachers hardly use the Internet for teaching with the help of information software. All these indicate that the teacher did not fully use the Internet to assist English reading teaching, which explains the importance of this study in junior middle school English reading. The teaching of English reading should be innovated by means of Internet, hardware and software. Improve the students' reading ability.

TABLE 4
STATISTICS OF CONTENTS THAT THE TEACHER FOCUSES ON IN THE ENGLISH READING CLASS

option	subtotal	proportion
Vocabulary and grammar	35	72.92%
Translation text	6	12.5%
Text genre	5	10.42%
Text background	2	4.17%

As can be seen from table 4, 72.92% of students think that the teacher focuses on vocabulary and grammar

knowledge in the reading class, while only a small part of students think that the teacher focuses on the translation, the style of the article and the explanation of the background of the article. This shows that the teacher thinks vocabulary and grammar are very important in English reading, but ignores the cultivation of other aspects of students, indicating that the teacher has some shortcomings in reading teaching.

TABLE 5
STUDENTS' VIEWS ON ENGLISH READING CLASS

option	subtotal	proportion
Very boring and dull	11	22.92%
Fun and creative	16	33.33%
Practical, key points and difficulties are outstanding	21	43.75%

As can be seen from table 5, 22.92% of the students think that the content of the English reading class is very boring and the course content is monotonous, indicating that these students do not like the teacher's teaching content. 33.33% of the students think that the English reading class is very interesting and creative. 43.75% of the students think that the content of English reading class is practical, and the teacher's arrangement of the key points are prominent. On the contrary, it reflects that every student has a different attitude towards English reading.

TABLE 6
STUDENTS' FAVORITE READING TEACHING METHODS

option	subtotal	proportion
Teacher-oriented	7	14.58%
Student-centered	6	12.5%
The combination of teacher and student	35	72.92%

As can be seen from the table, 14.58% of the students prefer teachers to give priority to teaching. 12.5% of students prefer to organize their own study. And 72.92% of the students like the combination of independent learning and teacher-directed learning. This shows that in the process of English reading teaching, teachers need to play a leading role, with students as the main body to carry out reading teaching together, and most students are willing to cooperate with teachers.

TABLE 7
EFFECT OF INTERNET TEACHING ON STUDENTS

option	subtotal	proportion
great	10	20.83%
General	33	68.75%
Be of no effect	1	2.08%
Be ignorant of	4	8.33%

As can be seen from the table, 68.75% of the students think that the use of "Internet Plus" to assist English reading teaching has a general effect on them, while only 20.83% think it has a great effect. Even 10.42% of the students thought it was useless or didn't know. This shows that the application of "Internet Plus" in English reading teaching is not mature, and most students do not realize the effect of Internet on English reading.

TABLE 8
ENGLISH READING SKILLS

option	subtotal	proportion
Know some reading skills and can use them	20	41.67%
Master a little skill, do not know how to use	12	25%
No skill, read and practice, practice makes perfect	14	29.17%
Do not know what reading skills are, by the sense of reading of language	2	4.17%

According to the table, 41.67% of the students have mastered certain reading skills and can use them, indicating that the English foundation of these students is good. 25 percent of the students know some reading skills, but could not use, indicating that this part of the students' ability to use is poor, and could not live to learn. 29.17 percent of the students thought that they had no reading skills and had to figure out a reading method suitable for them. The last few students do not know what reading skills are, this part of the students are more difficult, and they may need to work harder.

TABLE 9
STUDENTS' ENGLISH READING MOTIVATION

option	subtotal	proportion
Required by parents and teachers	17	35.42%
Expand extracurricular knowledge or improve English reading ability	31	64.58%
For exams	30	62.5%
interest	17	35.42%

As can be seen from the table, 35.42% of the students' English reading motivation is to meet the requirements of parents and teachers, but the same proportion of students are interested in English reading. 64.58% of the students want to expand their knowledge and improve their reading ability. 62.5% of students learn English reading for exams. For junior middle school students, English reading accounts for a large proportion in exams. This shows that there are some problems in English reading teaching.

TABLE 10
SOURCES OF ENGLISH READING RESOURCES

option	subtotal	proportion
Textbook	42	87.5%
Teacher	38	79.17%
Internet	22	45.83%
Outside reading	20	41.67%

As can be seen from the table, 87.5 percent of the students' reading resources come from textbooks, which is too rigid. There is also a considerable amount of students depending on teachers. Only about half of the students take reading resources from the Internet and extra-curricular books, suggesting that students are too dependent on teachers and textbooks for resources and are too passive in seeking resources.

TABLE 11
STUDENTS' EVALUATION OF TEACHERS' TEACHING OBJECTIVES IN ENGLISH READING

option	subtotal	proportion
Master the basics	36	75%
Develop learning interests and strategies	31	64.5%8
Complete class tasks	17	35.42%
Improve reading ability	32	66.67%

Most students think that English teacher's teaching goal is for the sake of students, and only 35.42% of the students think English reading teaching is in order to complete the tasks in class. English reading teaching should not only complete the tasks, but also improve their reading ability.

TABLE 12
STUDENTS' ENGLISH READING STRATEGIES

option	subtotal	proportion
Read the passage sentence by sentence to understand the main idea	8	16.67%
Grasp the key words and topic sentences to understand the main idea	12	25%
Guess the main idea of the passage according to the questions and read it again	24	50%
Look at the title and skim the first and last sentence of each paragraph	4	8.33%

Half of the students read the passage in a good way. They can read the passage through questions and understand the meaning of the passage. A quarter of the students read mainly by focusing on key words and topic sentences. 8.33% of the students read with the topic sentence of the paragraph and the first and last sentence. However, 16.67 percent of the students are rigid and use traditional reading methods, which indicates that students' reading strategies need to be changed.

Finally, this study will analyze the investigation results of the open questions. Students will have some problems in reading English articles. For example, the new words lead to students' poor understanding, especially some rarely used proverbs, and reading speed is slow. They guess the meaning based on context and context. But most students will choose to ask the teacher or classmates, or use their own dictionary to look up. There are also some students choose to use mobile phones for inquiry. Students use the network and English related mobile phone software to read English, such as, BaiCiZhan Love Reading, Fluent English Speaking, New Oriental, Learning and Thinking Network. This explains the role of "Internet plus". The survey also collected what students think are effective ways to use while reading: Find topic sentences and read them with questions; use scanning or skimming; and accumulate in the process of reading.

III. PROBLEMS IN ENGLISH READING TEACHING AT ZUNYI NO.11 MIDDLE SCHOOL

A. Teachers-centered and Ignoring Students' Principal Position

In junior middle school English reading teaching, teachers should play their leading role and actively guide students to read. According to the survey results in table 2-4, teachers mainly explain vocabulary and grammar knowledge in English reading class. Teachers do not pay attention to what students want to learn. Of course, vocabulary and grammar are very important in English reading teaching, but teachers should not ignore the cultivation of other aspects of students' knowledge. In addition, in the teaching of English reading, teachers cannot follow the principle of

"people-oriented" in our country. In the development of teaching work, they pursue the indoctrination of English knowledge and the improvement of students' performance in class, without paying attention to the specific performance of students in class and its fundamental principle (Lu, 2019). Of course, the teacher-centered teaching of English reading is not conducive to the application of "Internet Plus" in the classroom teaching of reading.

The teacher-oriented reading teaching naturally ignores the main role of students. The English reading teaching class is not a classroom for teachers alone, but a classroom for teachers and students to cooperate with. There is no doubt that English teaching should be student-centered and give full play to students' subjectivity (Gui, 2013). Teachers actively create diversified teaching situations, organize students to participate in various situational teaching activities, expand students' thinking, inspire students to think, and learn and use English language knowledge through a series of practical activities (Zhong, 2018).

B. Single and Traditional Teaching Mode

It can be seen from table 11, the teaching mode is unitary, because the teacher's reading teaching objectives focus on the acquisition of knowledge and the cultivation of English reading ability. This approach is good. But some teachers have too clear goal in class and even read the syllabus as well. Even the arrangement of teaching objectives for each class is very clearly marked. Teachers will implement this standard in class and expect to reach the standard of each class. Students must be in different periods of time to train, strengthen and consolidate the set of intellectual goals, in order to create and accumulate perfect "high quality students, so as to improve students' English reading ability (Deng, 2017). This is the embodiment of the unitary and traditional mode.

On the other hand, the teaching mode is traditional. Most teachers use traditional blackboard writing in English reading class, which is not enough to attract students' interest compared with "Internet Plus". Although some teachers used multimedia assisted instruction, the results were not outstanding. The traditional teaching mode of English reading is to understand the reading text and accumulate new words. Finally, the teacher explained the grammar involved. By cultivating students' reading ability, students can master and apply more vocabulary and grammar (Sun, 2019).

C. The Students' Poor Reading Ability

The difficulty of junior middle school English reading has increased. Teachers do not give full play to students' initiative and enthusiasm, strengthen the communication between teachers and students, to improve students' reading ability (Jia, 2015). According to the survey of students' problems in English reading, most students can't understand the words when they read English passages. To improve students' English reading comprehension ability, mastering more vocabulary is the key, and vocabulary accumulation is not a matter of a day. Years of accumulation of reading and teaching resources related to a large number of materials is more conducive to improving students' English learning ability (Lin, 2017). Under the background of "Internet Plus", the effective development of junior high school English reading teaching resources can combine resource development with classroom knowledge learning, provide a large amount of materials for reading, and effectively improve students' reading comprehension ability (Lin, 2017). This also explains the necessity of this study. Students' poor English reading ability is also reflected in reading skills and reading strategies. Some know a little about reading skills but can't use them; while the other part of the students do not know what reading skills are, just reading with their own sense of language.

D. Students Lack of Motivation to Read

According to the survey, some students have a certain interest in English reading, but the interest in reading is not very high. Students' lack of reading enthusiasm reflected in several aspects. On the one hand, English is a foreign language, and students with insufficient ability will have difficulty in reading articles. The difficulty of English reading and low interest in reading determine students' reading enthusiasm. However, in English reading class, teachers mostly teach in English to improve students' comprehension ability in a certain period of time. However, over a long period of time, it is easy for students to get bored with this teaching method taught by teachers (Gui, 2013). This is also the reason why students' interest in reading is not high. On the other hand, according to the survey, most of the reading resources of junior middle school English teachers come from textbooks, and they mainly use blackboard writing in class. Such a teaching model is not novel enough, and the class is very boring, not conducive to attract students' interest in reading and cultivate students' enthusiasm to read.

E. Exam-oriented English Reading and Ignoring the Cultivation of Students' Reading Ability

As can be seen from table 9, the motivation of most students to learn English reading is for exams. The teacher also focuses on explaining vocabulary and grammar in class, laying emphasis on the explanation of textbook knowledge instead of practice and neglecting the cultivation of students' application ability. In order to improve their English scores, students constantly carry out the Sea Strategy of Exercises, such as brushing papers, doing extra-curricular workbooks, English newspapers and so on. Students have no access to novel reading materials, so their vision is narrow, which is not conducive to the cultivation of students' English reading ability.

IV. SUGGESTIONS FOR JUNIOR MIDDLE SCHOOL ENGLISH READING UNDER THE AGE OF "INTERNET PLUS"

A. Make Use of "Internet Plus" Digital Features to Obtain English Reading Resources

The digitalization of "Internet plus" means that a lot of complex and useful information can be obtained through the Internet. Teachers and students can find reading resources online. However, most of the students in this class only read English articles from English textbooks without strong support from the Internet. The reading materials are limited, so they have not been improved substantially. English teachers organize their teaching according to the teaching methods they have formed over a long period of time (Qin, 2017). Therefore, in the context of "Internet plus", it is precisely because of the abundance and sharing of network resources that it not only provides teachers with a wide range of language and cultural materials for teaching, but also opens up a new way for students to learn independently (Jia, 2015). Through the Internet, teachers can look for resources online when preparing their lessons, and can also look for supplementary materials in addition to textbook materials. And teachers can download some English materials through the Internet. For example, the explanation of some texts will be combined with relevant news clips, music materials, speech recordings and other materials (Gui, 2013). In the process of English reading, students can learn it and their comprehensive reading ability can also be improved. In the context of "Internet plus", students can use the Internet to find some extracurricular English reading resources. In addition, students can also make use of the Internet to supplement the deficiencies of knowledge, and they can learn the knowledge they do not understand in class through the Internet. And teachers can also guide students to study, and use English website to obtain useful information and materials (Jia, 2015). Therefore, in the era of "Internet plus", it is very advantageous to obtain resources through the Internet.

B. Make Use of the Interactive Features of "Internet Plus" to Conduct Situational Interactive Learning

The network is not affected by national boundaries. Interactive features refer to the ability to communicate, evaluate and give feedbacks with each other. Interactive features can be used for situational interactive learning. Situational teaching refers to the process of teaching English reading, by creating a teaching situation consistent with teaching objectives and teaching content, so that students can learn and apply knowledge in the teacher's teaching situation, so as to improve students' cognitive ability and cultivate students' positive emotions and thinking (Zhong, 2018). Teachers combine classroom learning and practical activities effectively, cultivate their independent and cooperative learning ability, develop excellent reading habits, and promote the stable development of English learning. Under the background of "Internet plus", the emphasis is on the equal relationship between teachers and students. The real situation presented by network media, such as practice, reading and communication, is conducive to the improvement of students' interest in learning English (Qin, 2017). Therefore, teachers' teaching of English reading under such circumstances is conducive to cultivating students' interaction, enthusiasm and initiative. However, under the background of "Internet Plus", if teachers blindly display multimedia intuitive teaching materials in English classes, emotional language communication between teachers and students will disappear in the course of classroom teaching, and cold man-machine dialogue will replace it (Gui, 2013). This is also not conducive to cultivating students' emotional attitude. The cultivation of students' English reading ability cannot be separated from the interaction and cooperation between teachers and students. Therefore, teachers should take both sides into consideration when teaching English reading.

C. Integrate Teaching Resources and Enrich Reading with the Features of "Internet Plus" Convergence

Convergence refers to the effective combination of Internet information. Textbook resources open a window for students, while internet-related topics show students the whole world. Let students use the Internet to preview, stimulate their interest in learning, and help them to understand relevant knowledge in advance, so as to improve the efficiency of classroom learning (Ni, 2018). Teachers can effectively integrate textbook materials with Internet resources to activate classroom inspiration. For example, talk about the Qixi festival and a video about the Cowherd and Weaving Maid can be downloaded through the Internet. Use multimedia network to improve students' English reading ability. Network has the characteristics of openness, and rich resources, multimedia network would help students come into contact with the broad knowledge structure, including current affairs, news vocabulary, etc., and encourage students to deepen understanding to the western countries political habits, economic habits, customs and habits, etc., With the analysis of background knowledge, it can improve students' English reading ability (Sun, 2019). However, while downloading reading resources on the Internet, teachers should also pay attention to the integration of reading resources and select the resources that are beneficial to students and English reading teaching. The effective integration of Internet and reading teaching can not only stimulate students' interest and enthusiasm in learning, but also enhance students' enthusiasm in reading, so that they can devote themselves to the process of English reading teaching, so as to improve the efficiency of English reading teaching (Qin, 2017).

D. Apply the "Internet Plus" to Conducting the New Reading Teaching Mode

The new English reading teaching mode means that the English teaching under the background of "Internet Plus" should break the traditional teaching mode (Parbati, 2018). When teaching, the teacher can make the key points and difficult points into the form of video animation before explaining the content of this chapter, so as to attract students' interest. Then, the knowledge points can be displayed in the form of mind map to guide students' thinking, so as to facilitate students' concentration, grasp the rhythm of the class, improve their interest in learning, and activate the classroom atmosphere. After using the Internet for teaching, teachers can push the explanation videos of key points and

difficult points through the software. After class, students can study again according to the knowledge points pushed by the software, so as to achieve the goal of joint learning before, during and after class (Lu, 2019). Teachers can also use the Internet to make multimedia courseware, which can be used to assist English reading teaching, which can break the traditional teaching mode based on textbooks and blackboard writing. Of course, appropriate blackboard writing is also useful to deepen students' impression on knowledge. In addition, teachers can use the Internet to download English videos, English songs or pictures to break the traditional boring way of classroom instruction. The new teaching mode of reading course based on multi-media network environment not only enriches the classroom knowledge, but also provides students with a wide range of language and cultural materials (Jia, 2015). With the help of multimedia network English reading teaching, written knowledge can be transformed into video teaching, listening teaching and network teaching, providing students with an independent learning environment. In the course of teaching, there are not only enough input of language knowledge, but also interactive exercises between teachers and students, which not only improve students' reading ability and interest, but also help improve students' critical thinking ability (Jia, 2015).

E. Use Mobile Phone Software to Assist and Cultivate Student's Interest in Reading after Class

In the "Internet plus" era, using mobile phone software to assist English learning is an effective way. For example, some social apps such as QQ, WeChat and Weibo are important links between students, teachers and students, and home-school, which can promote the development of interactive teaching (Ni, 2018). Teachers use these software to assign reading homework, which changes the traditional way of homework and can improve students' interest. However, in the era of "Internet Plus", students should adapt to the teaching mode of middle school English reading under the condition of "Internet Plus". WIFI, English reading room, English broadcasting, smart phones, E-mail, WeChat, QQ, network learning program software and other ways to strengthen the understanding of English vocabulary can be used, because students' understanding of vocabulary has a very important impact on reading comprehension and speed (Qin, 2017). There are also some English learning software, such as BaiCiZai Ai reading, mobile correction network, China Daily, etc., which are very useful for cultivating English reading ability. Using this software can also alleviate the visual fatigue of the students, improve the paper-based reading. Using this software can also update reading types, expand the scope of reading, and enrich reading (Elena, 2019). By using the mobile correcting network, students can write by themselves in it. After submitting, they can timely revise their deficiencies according to the prompts. They can also learn some advanced vocabulary, which can not only improve students' reading ability but also improve their interest in learning. The same goes for China Daily, which allows students to read articles in a variety of genres. Using these software can not only cultivate students' reading ability, but also cultivate students' interest in reading.

F. Carry out Task-based Reading Teaching Effectively

Task-based reading means that students learn English in English reading activities. Students should combine reading and writing, which requires students' comprehensive ability of English reading. Students form different pairs and the good students help the poor students. Teachers will assign different English reading articles to students with poor grades. Teachers make photographed interpretation on a cell phone, and distributed in WeChat group. Then the students study the issue of video and take notes and the teacher check the students' learning situation. It saves the teacher's class time. Through this way of reading, students not only learn knowledge but also develop their comprehensive reading ability. Reading teaching is not only the explanation of teachers, but also the participation of students, which also shows the importance of the Internet.

V. CONCLUSION

This study has summarized the problems of English reading teaching in Zunyi No. 11 Middle School through investigation. First, the teacher-centered teaching ignores the subjective status of students; second, the teaching mode of English reading is relatively unitary and traditional. Third, students' interest in English reading is not high, which leads to their poor English reading ability. Fourth, English reading teaching is more for examination, ignoring the cultivation of students' reading ability. Furthermore, the study gives 6 suggestions to solve the problems: Make Use of "Internet Plus" Digital Features to Obtain English Reading Resources, Make Use of the Interactive Features of "Internet Plus" to Conduct Situational Interactive Learning, Integrate Teaching Resources and Enrich Reading with the Features of "Internet Plus" Convergence, Apply the "Internet Plus" to Conducting the New Reading Teaching Mode, Use Mobile Phone Software to Assist and Cultivate Student's Interest in Reading after Class, and Carry out Task-Based Reading Teaching Effectively.

We hold that it is very useful to apply "Internet Plus" to English reading teaching in junior middle school. Under the background of "Internet Plus", the new teaching mode of English reading is conducive to improving the traditional and unitary teaching mode, and students can learn through situational interaction. It improves the dull atmosphere of English reading teaching, which is conducive to cultivating students' reading enthusiasm. Teachers and students can get rich English reading resources. It provides a wealth of reading teaching materials. The effective combination of "Internet Plus" and junior middle school English reading teaching is conducive to cultivating students' reading ability.

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