

Research on Reading Obstacles and Solutions of Senior High School Students

Yao Cao

China West Normal University, Nanchong, Sichuan, 637001, China

Abstract

Nowadays, English reading is still one of the most important ways for students to gain the information. It is also the precondition of developing other language skills. Hence, improving the reading ability has become one of the most important tasks facing the English teachers. Especially in high school English teaching, reading teaching is the most important of the four basic skills of English, so reading and writing teaching is the key and focus of high school teaching. The foundation of reading and writing teaching is to grasp reading first, and then promote writing by reading. However, the current situation is that students are not able to read effectively. At the same time, teachers have a lot of confusion about the current reading teaching. How to carry out effective English reading teaching has become a common confusion among high school English teachers.

Keywords

Reading Obstacles; Reading Strategies; Senior High School Students.

1. Instruction

High school English reading has always played an important role in high school English teaching. Reading is one of the important means for students to learn English. However, due to the limitations of the language environment and the problems in middle school classroom teaching, high school students' English reading ability is not satisfied and the efficiency is not good. Therefore, how to improve the English reading ability of high school students has become a problem that must be solved in middle school English teaching, and it is also the key to measure the success of the new curriculum English teaching reform. This research is mainly to understand the English reading learning situation of high school students, to explore the problems existing in English reading of high school students, to analyze the causes of their reading comprehension disorders, and to put forward corresponding teaching strategies from the perspective of the causes of the problems combined with the teaching practice, so as to improve students' reading ability. With the continuous advancement of the process of globalization, English teaching has become more and more popular in China, which has also stimulated a group of domestic scholars to study related theories of English teaching. Among them, the research on English reading obstacles has become a very important one in English teaching research. However, in general, the research on English reading obstacles in China started relatively late. On the basis of many foreign research results, Chinese scholars mainly discussed various aspects of Chinese students' English reading process, and combined with their own teaching practice, put forward specific countermeasures to eliminate English reading disabilities.

2. Formulating the Question

2.1. Purpose and Significance of the Study

The concept of "reading obstacles" was proposed by Morgan in the United Kingdom, which has a history of more than 100 years. [1] Based on this concept, Jeremy believes that the

comprehensive application of "generalization ability", "processing strategy" and "background knowledge" constitutes the learner's reading comprehension ability, and the so-called reading obstacles is the inability to effectively use these three aspects comprehensively. ability. Another scholar, Anderson, attributed the factors of reading obstacles to poor reading habits, poor logical thinking, weak vocabulary foundation, and ignoring cognition of syntactic structure. [2] In addition to the research of foreign scholars, domestic experts such as Zhuang Zhixiang believe that reading comprehension is mainly affected by the vocabulary of the reader, and reading obstacles is mainly due to lack of knowledge of foreign languages, lack of understanding of correct reading methods and skills, lack of intensive reading in class and extensive reading outside of class text input [3].

Although we have always attached great importance to English reading teaching, the current situation of English reading for high school students is not as satisfied as we expected, mainly manifested in slow reading speed and poor comprehension. Many students reported that they did not accumulate enough vocabulary when reading, and they could not understand the text when they encountered new words. [4] Sometimes I understand the surface meaning of the article, but I can't understand it deeply, I can't grasp the key words of reading comprehension, and I can't grasp the center and theme of the article. As an English teaching, I am deeply aware of the importance of English reading in English learning, and there is even a saying that "if you can do best in the reading, you will get a good point". [5] Reading accounts for a very high proportion in English learning, and at the same time, it is the most test method for students' English accumulation. It has corresponding level requirements for students' vocabulary, grammar and cultural background. At the same time, it is also difficult for high school teachers to teach reading. Compared with rote memorization methods such as vocabulary and grammar, reading is more challenging. There are many reasons for the formation of reading obstacles. Teachers need to have a certain understanding of the students in the class before they can take corresponding measures. reading obstacles has always plagued many teachers and students. This survey mainly aims to explore the main causes of reading obstacles and propose corresponding reform methods to improve students' reading confidence and further enhance their interest in English.

2.2. The Classification of Senior High School Students' English Reading Obstacles

Combined with the literature review at home and abroad, as well as the the questionnaires from the specific senior high school, we concluded the reading obstacles divided into two groups: the language obstacles and non language obstacles. [6] Among them ,the language obstacles are discussed from the aspects of vocabulary, grammar, discourse and theme. Non-language obstacles involve cultural background,reading strategies, reading motivation and reading habits.

2.2.1. Language Obstacles

Vocabulary plays an important role in the English learning because word is the part of the sentence, and sentence form an article. Therefore, the vocabulary is the foundation and premises for senior high school students. And it is also the biggest obstacles in English reading, which not only can get from the previous studies, but also confirmed by many scholars both at home and abroad. w. Grade, an expert in second language acquisition, has said that "A large number of receptive vocabularies may be the single biggest obstacle to fluent reading." [7] Therefore, the more words that students can command, the easier for senior high school students to finish reading an English article. Through the analysis of different data, we can find that more than 80% senior high school students have vocabulary problems. Therefore, vocabulary is a common language obstacle among senior high school students and this has a

great influence on them, which is generally consistent with the consequence of the previous interview.

Grammar.

As we all known, English grammar knowledge mainly includes morphology and syntax. Among them, morphology knowledge mainly focuses on the morphological changes of words. Syntax focuses on the sentence structure, such as sentence components, word order, type, etc. The relationship between morphology and syntax is very close. In the process of language use, grammatical knowledge is the unity of form-meaning-use, which is closely related to phonetics, vocabulary, discourse and pragmatic knowledge, and directly affects the accuracy and appropriateness of language understanding and expression. Therefore, grammar is also a significant vector to convey the content and message of the passage. Because of the grammatical relationship, the test has logic. For the reader, understanding the grammatical phenomenon in the text is a necessary condition for the fluent reading. For most senior high school students, their weak foundation is not only reflected in vocabulary, but also lack of grammar knowledge.

2.2.2. Non-language Obstacles

Cultural background.

Cultural background refers to familiarity of the content relevant to the theme of the article, or the past experience and prior knowledge about the content of the passage. It belongs to the content schema in Schema Theory. If there is no relevant content in reader's mind, even if you have enough language schemata, you will find the text difficult to understand. Cultural background knowledge can offset the lack of language knowledge to a certain degree. It helps readers to remove ambiguity in the text, and is conducive to readers' understanding of the text. The understanding of a country's native language is much higher than that of other foreign languages, and the diversity of Chinese culture makes people accustomed to various dialects and common sayings, and the sentence structure has been fixed on the basis of their native language, such as English. Questions are predicated by Be verbs or auxiliary verbs, while questions in Chinese often use interrogative pronouns and question marks at the end of sentences. There are essential differences between the two. Many students are affected by this on the basis of learning, which leads to the formation of "Chinese-style English", coupled with the unfamiliarity and lack of understanding of the original correct English sentence patterns, and eventually forms an English dyslexia. [8] Some slang words that often appear in English, these slang words are like common sayings in Chinese, and are related to the culture of the country and the nation, such as the meaning of the word black sheep (black sheep), the literal meaning of black sheep is "black sheep", However, it is obviously difficult for students to understand the meaning of the word from the Chinese language composition and way of thinking, resulting in English reading obstacles.

Reading strategies and learning motivation.

Students' reading in English is based on the examination requirements, and the reading methods are generally general reading, purpose-oriented reading, etc. Because the reading process is jumping, new words and sentences will be selectively ignored, and there are some useless information. The information obtained is fragmented, and the thinking of reading is restricted and imprisoned. The purpose of learning English reading is to understand the customs, culture and history of various countries. The method of reading should be based on a coherent whole article. Through reading in English throughout the article, you can master knowledge and enrich your knowledge and understanding. And wrong reading methods and goals are one of the important reasons for English reading obstacles.

Reading habits.

Reading habits is a general term for the reading methods, which can help learners to get a better understanding in English learning and reading. [9] Definitely, reading habits are different for

each student, and students should choose the best reading habits for themselves. Besides, reading habits also play an important role in English reading. If a student has excellent reading habits, he will get a better understanding of paragraphs and achieve a good score. Therefore, how to establish good reading habits is a question for both students and teachers. In daily English learning, teachers should try to help students get good reading habits.

3. Countermeasures for High School Students' English Reading Obstacles

We have discussed the reasons for English reading obstacles, which can help us solve the problems in English learning. Based on the English reading obstacles and their existing reasons, we put forward some corresponding countermeasures and suggestions, hoping to help senior high school students overcome and eliminate English reading obstacles and improve their reading scores, thus improving their overall English reading abilities.

3.1. English Reading Motivation

The results of previous studies have shown that learning motivation is positively correlated with learners' performance, and the stronger the learning motivation, the better the learning performance. The factors that affect the English reading motivation of high school students include: reading interest, reading needs, reading self-efficacy and reading values. This brings the following inspirations to our English reading teaching:

- 1) Continuously stimulate and strengthen students' interest in reading. Interest is the catalyst for reading. If students can show great interest in reading in English, they can not only actively participate in reading classes, but also consciously read outside of class to expand their knowledge. [10] Conversely, if you are not interested in reading, you may initially take into account external pressures such as exams, parents, teachers and other external pressures to force yourself to work hard, but if this effort encounters many difficulties or external pressure stops, the effort will be interrupted or stopped. Therefore, English teachers should take measures to cultivate students' own inherent interest in reading, such as increasing the interest of reading classes and diversifying classroom activities, so that students can feel happy, relaxed and interested in reading activities.
- 2) Understand and meet the needs of students, and promote the generation of reading motivation. For English reading classes, it is not only necessary to meet the needs of learning vocabulary and grammar, but also to understand the needs of discourse, and even the needs of relevant background knowledge; not only to meet the needs of students for college entrance examinations, but also to meet the needs of improving reading ability.

3.2. Optimizing Teaching Methods

The emergence of various English teaching methods shows that the traditional single grammar translation method can no longer meet the requirements of the times for students' reading ability. Teachers should find the English reading teaching method suitable for their students from many teaching methods. But no matter what teaching method is adopted, how to reflect the student's dominant position and give full play to the student's autonomy is what any English teacher must consider carefully. [11] Because only by actively using the psychological characteristics of high school students' autonomy to allow students to actively construct knowledge can it be conducive to students' active participation and interest cultivation. Therefore, teachers need to change the traditional teaching mode of one talk to the end, and design more situations for students to learn independently, let students participate, and let students play the main role of learning.

3.3. Developing and Utilizing Teaching Resources Suitably

For high school students, there is no freshness of learning English for beginners, but the history, culture, customs and habits of English-speaking countries are still attractive to them, and their desire for knowledge is strong. If these background knowledge can be supplemented in teaching, It can not only enhance their enjoyment of English, but also stimulate their yearning for the cultural customs of English-speaking countries, forming a strong integration motive, which can generate lasting motivation for reading. [12] The research and investigation by Chen Yao, a master student at East China Normal University, shows that students who adopt reading teaching based on curriculum resource development have improved significantly in terms of reading interest, attitude, and style. Students feel that the gains from reading lessons are diverse, some improve their problem-solving ability, expand their vocabulary, and some increase their understanding of cultural background knowledge and cultivate a spirit of cooperation through a large number of language input, and enhance their reading learning. Confidence. In the extracurricular, students' extracurricular reading and learning methods are becoming more and more abundant, and they are more willing to take the initiative to read abbreviated classics, English newspapers and magazines, online reading and so on.

4. Conclusion

The elimination of high school students' English obstacles is a progressive and complex process, which cannot be accomplished overnight. On the one hand, teachers need to keep pace with the times and constantly innovate learning methods, give full play to the autonomy and independence of high school students, change teaching concepts and teaching models, and guide students to learn according to reading theory, teaching practice and the psychological characteristics of high school students, optimize Reading teaching; on the other hand, with the help of teachers, students need to make positive attributions, overcome various reading obstacles, enhance reading confidence, find suitable reading strategies in their usual reading, and use these strategies effectively to form self-determination. Learning ability, strengthen extracurricular reading, expand knowledge background, and lay a good foundation for lifelong learning. Only in this way can the teaching of English reading be rejuvenated, and the students' ability to use English comprehensively can be improved. The road of high school English reading teaching will be wider and wider.

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