摘　要

阅读是英语学习者学习语言知识、了解文化常识的主要手段。阅读教学一直是高中英语教学的核心，但是仍有很多学生在阅读英语篇章时存在诸多障碍，如词汇障碍、背景知识障碍、阅读策略障碍等。这些阅读障碍严重影响了学生的阅读效果，导致很多高中生现有的阅读水平达不到高中英语课程标准以及高考英语的要求。本文基于图示理论和建构主义理论，旨在研究高中生在英语阅读理解方面存在的主要障碍及其成因，进而提出相应的对策，为提高高中生英语阅读能力、改善高中英语阅读教学现状提供参考与借鉴。

本研究致力于解决三个问题：（1）高中生在英语阅读过程中存在哪些主要障碍？（2）高中英语学优生和学困生的阅读障碍有何不同？（3）高中生产生英语阅读障碍的原因是什么？为了解决这些问题，笔者分析了浙江省杭州市某高中高一两个班学生的 2021 年秋季期末考试和 2022 年春季期中考试英语测试成绩，选取了 20 名学优生和 20 名学困生作为研究对象，进行有声思维培训和测试，最终收取 22 份有效数据。笔者使用 SPSS 26.0 和 Jamovi 1.6 软件对数据进行了描述性统计分析和独立样本 T 检验分析，同时对 22 位受试者和 3 位英语老师进行访谈，并对访谈笔录进行了整理分析，进而根据有声思维报告和师生访谈数据，从学生和教师两个角度分析了高中生产生英语阅读障碍的有关因素。

研究发现：第一，在语言障碍中，词汇，句法和语篇是主要的英语阅读障碍；在非语言障碍中，阅读策略，阅读动机和阅读习惯是主要的英语阅读障碍。第二，学困生在英语阅读障碍各方面的平均得分均高于学优生平均得分。学优生和学困生在词汇障碍、句法障碍、语篇障碍、阅读策略障碍以及阅读动机障碍上具有显著差异。此外，本研究根据量性数据及有声思维报告和师生访谈数据分析了高中生英语阅读障碍的成因。从学生的角度来看，部分高中生尤其是学困生基础知识薄弱，自身阅读能力不强，他们缺乏语篇分析能力和思维能力，缺乏内部阅读动机和兴趣，阅读习惯较差，缺乏文化输入以及缺乏英语阅读策略和学习方法。从教师的角度来看，部分英语教师阅读教学内容单一，方式枯燥，存在些许不足，如缺少对学生阅读策略的充分指导，缺少丰富的文化背景知识输入以及缺乏对学

生阅读障碍的足够关注。基于此，研究者分别为学生和教师提出了一些可行性的对策与建议，以期为改进高中生的英语阅读能力和英语教师的阅读教学效果提供借鉴。

关键词：学优生；学困生；英语阅读障碍；现状；成因

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Chapter One Introduction

1.1 Research Background

Nowadays, with the rapid advances in modern science and technology, people can choose more and more diversified ways to exchange information. However, no matter how diversified the information presents, people still need to turn information into something they can understand through reading.

Reading plays a crucial part in daily life and study. It is the main channel through which people can get information, acquire knowledge and know the world. Reading ability exerts an important influence on English achievement. In the College Entrance Examination, reading comprehension is the main form to test students' English comprehensive ability, with a proportion of no less than 40 scores. However, during the three-month educational internship, the researcher found that reading is the part where students lose scores seriously in most English exams.

Besides, the *English Curriculum Standards for Senior High Schools (revised edition in 2020)* (hereinafter referred to as *New Curriculum Standards*) emphasizes educating people, focusing on cultivating students' core literacy and improving students' ability to comprehensively apply knowledge to solve practical problems. However, some English teachers still adopt the method of explaining the meaning of words and translating sentences in reading class, which is contrary to the curriculum requirement of cultivating students' thinking quality. What's more, in the *New Curriculum Standards*, it is pointed out that reading skill is an important part of language proficiency, and a series of clear requirements are put forward for reading skills, such as requiring students to identify the characteristics of different genres, to understand difficult and long sentences by analyzing sentence structures, to understand different opinions and attitudes in reading materials, etc. From these goals, we can see that not only do senior high school students need to understand the superficial meaning of the materials, but they also need to grasp the author's thoughts

and even make rational reasoning and judgment. These requirements pose great challenges to senior high school students, especially those English low-achievers.

Finally, concerning the current situation of English reading among senior high school students, the researcher, by combining relevant research and internship experience, found that lots of students were faced with plenty of obstacles in English reading comprehension, such as vocabulary, syntax, reading strategy, cultural background knowledge obstacles and so on. Compared with the English high-achievers, the low-achievers have more English reading obstacles. The problems mentioned above lead to some students gradually losing interest in reading class and English, lacking confidence, and even giving up reading and English. Why does this happen? What are the factors that affect senior high school students' English reading? What are the differences between English high-achievers and low-achievers in reading obstacles? All these issues need our in-depth thinking and discussion. And it is urgent for us to explore effective ways to help students overcome these English reading obstacles.

1.2 Research Purpose and Significance

In view of the importance of English reading, the requirements of *New Curriculum Standards*, and the current situation of senior high school students' English reading, this study aims to provide some insights and enlightenment into English reading learning and teaching. By using different research instruments, such as English reading tests, think-aloud protocol, and interviews, it tries to analyze students' thinking process of English reading comprehension, uncover their English reading obstacles, and explore the causes of students' English reading obstacles. Based on research findings, some countermeasures to improve students' reading comprehension ability and English reading teaching in Senior High School can be put forward.

It is believed that such an investigation into the status quo and causes of senior high school students' English reading obstacles have certain theoretical and practical value for senior high school English learning and teaching.

In theory, first of all, this study provides senior high school English teachers with the basis for diagnosing students' English reading obstacles. It summarizes the more comprehensive types of English reading obstacles existing in senior high school students, which could help senior high school English teachers better understand the current situation of students' English reading. Secondly, in addition to the English reading test and interview, this study also uses the method of think-aloud, which could enrich the research results and provide more insights into students' thinking processes and reading obstacles.

In practice, in the first place, this study can assist senior high school students to further understand their English reading situation. It can lend students a hand to overcome their reading obstacles so as to improve their reading ability and confidence in learning English. Besides, for senior high school English teachers, this study can help them understand the thinking process of students at different levels in reading comprehension, assist them to find out the causes of students' English reading obstacles, thus enable them to adopt appropriate and targeted methods to help students overcome their English reading obstacles and improve their reading performance. What's more, this study gives assistance for English teachers to realize their own shortcomings in reading teaching, and indirectly remind them of improving teaching methods, optimize the quality of English reading teaching, and finally promote teachers' professional development.

1.3 Layout of the Thesis

The paper consists of five chapters.

The first chapter is the introduction. This part mainly explains the background of the research from three aspects: the importance of English reading ability to English learning, the requirements of the *New Curriculum Standards* for senior high school students' English reading ability, and the current situation of senior high school students' English reading, and then expounds the research purpose and significance.

The second chapter summarizes the relevant literature at home and abroad. First of all, the researcher introduces the definition and classification of the English reading

obstacles at home and abroad; Secondly, the definitions of high-achievers and low-achievers are discussed. Then, the related research in this field at home and abroad is combed, and the researcher points out that there are few related research in basic education and no consistent conclusion has been formed, and thus, the significance of this research stands out. Finally, the researcher presents the theoretical bases of this study: Schema Theory and Constructivism.

The third chapter mainly introduces the research design in detail, including research questions, research subjects, research methodologies, and research procedures. This study adopts a combination of quantitative research and qualitative research, namely English test, think-aloud protocol, and interview.

The fourth chapter is the result and discussion. Firstly, it shows the overall situation of reading tests of high-achievers and low-achievers, calculates the frequency of English reading obstacles among the participants, and analyzes the relationship between the think-aloud English reading scores and English reading obstacles. Then, the researcher compares the differences in reading obstacles between English high-achievers and low-achievers. Finally, the causes of English reading obstacles from the perspectives of students and English teachers are discussed.

The fifth chapter is the conclusion. The researcher summarizes the results of this research. Based on this, some countermeasures and suggestions are put forward for senior high school English teachers and students. Subsequently, the researcher comes up with the limitations of this study and the prospect of future research.

Chapter Two Literature Review

The previous studies on reading obstacles are reviewed in this part, which includes the definition and classification of reading obstacles, the definition of high-achievers and low-achievers, and the research on English reading obstacles at home and abroad. The theoretical bases are also introduced here.

2.1 Definition and Classification of English Reading Obstacles

2.1.1 Definition of English Reading Obstacles

Scholars at home and abroad have conducted extensive and in-depth research on reading for a long time ago. The obstacles that appear in the process of reading have gradually entered scholars' field of vision and many scholars at home and abroad have explained "English Reading Obstacles" from different angles.

Foreign scholars' research on reading obstacles originated in the 19th century, but they usually regarded it as a physiological disease and classified it in the medical research area, which was called "dyslexia". For example, English doctor Morgan (1896) first came up with that reading obstacle was referred to the phenomenon that a person suffered from a temporary lack of ability and jamming in the process of mutual transformation between written language and oral language.

Later, scholars gradually changed their minds and viewed reading obstacles as a phenomenon, which belongs to the non-intellectual area. In 1984, Harmer defined the English reading obstacles as follows: reading comprehension is a process in which readers summarize and process materials by using existing background knowledge, while English reading obstacles refer to readers' inability to comprehensively apply background knowledge, generalization ability and processing strategies in reading. This definition highlights readers' own reading ability without considering the influence of external factors. Richards (1986) gave a simple explanation for what English reading obstacles mean. He regarded English reading obstacles as all kinds of difficulties in English reading. This definition is not specific enough. Goodman (1988: 12) believed that English reading was a kind of psychological activity, which was not

only a process of information coding but also a process that English learners decode information by using previous knowledge and life experience. Therefore, if English language learners cannot arouse their previous knowledge to understand the author's intention, English reading obstacles would occur. This scholar defined English reading obstacles from the perspectives of psychology and linguistics, focusing on the learners' existing knowledge and experience. It has a certain reference significance. Ellis (1999) put forward that English reading obstacles referred to difficulties existing in learning English pronunciation, vocabularies, syntax, and semantics. This definition involves oral reading and written reading, but it only pays attention to the linguistic level of reading obstacles while does not take notice of the non-linguistic level of them.

Numerous scholars in China have made different definitions of English reading obstacles. Lin (1997) defined reading obstacles as the factors that affect the readers' comprehension and reading speed, which also constitute reading ability. Cheng and Zheng (2002) pointed out that those who cannot receive large amounts of English reading information quickly, accurately, and efficiently can be described as experiencing English reading obstacles. These two definitions are too simple, they believed flexible English reading ability was one of the important factors affecting high-quality English reading. With this ability, readers could adjust their reading speed according to different reading purposes and failure to do so would result in English reading obstacles in English. Yang (2003) came up with that "anyone who can't deal with words, language knowledge, does not have strategies consciousness, fails to process information and give critical feedback to brain memory when reading articles is considered to have English reading obstacles." This definition not only takes language knowledge into account but also focuses on students' consciousness and information processing ability. It is of some progressive significance compared with the previous scholars' definitions.

Unlike previous scholars, the following researchers have listed the factors affecting English reading when defining reading obstacles. Yang (2016) put forward that reading obstacles referred to some difficulties, which were caused by some

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