摘　　要

《普通高中英语课程标准（2017年版）》在传统的听、说、读、写四种语言技能的基础上，首次加入了“看”技能，并且对语言技能的内涵进行了充实和拓展。而《普通高中英语课程标准（2022年修订版）》则更进一步，明确提出了对“看”的技能培养的具体要求。在英语教学中，教师扮演着教学设计和实施的角色，利用有效的视觉资源，培养学生“看”的技能，从而促进学生在语言感知、语言表达、文化意识和思维品质等方面的发展。教师的视觉素养能力和水平将直接影响培养学生视觉素养能力的成效。基于此，本研究聚焦高中英语教师培养学生“看”技能以发展学生视觉素养的认知与实践。

本研究依托教育目标分类和语言理解能力理论，使用定量研究和定性研究相结合的方法，采用问卷调查、访谈和课堂观察等多种研究工具，对来自Z省一所重点高中70名以及来自Z省其他高中共计437名教师进行问卷调查，另有4名英语教师作为课堂观摩和深入访谈对象。研究主要围绕以下三个问题展开：（1）高中英语教师对培养学生“看”技能的态度和认知情况如何？（2）高中英语教师在课堂教学中如何培养学生的“看”技能？（3）影响高中英语教师培养学生的“看”技能的因素有哪些？

研究发现：（1）尽管教师在思想上高度重视培养学生的“看”技能，但在实际教学中，由于缺乏对“看”技能的深入了解，教师对于该技能的概念理解还不够清晰。（2）视觉素养视域下英语“看”技能培养的总体水平并不理想：①应用频率上：整体的视觉资源的使用频率偏低，使用课型上不均衡，偏向于阅读和听力课，在语法和写作课上使用较少；学生接触到的视觉材料类型比较单一，主要集中在图片和视频方面；②应用层次上：各项微技能培养不均衡，尤其是在视觉资源的分析与评价层面等高阶认知层级上存在严重不足。同时教师关注培养学生“看”与“读”两项理解性技能之间的联系，而忽略了“看”与其他语言技能的融合发展。（3）理论培训、教学和学习资源、实践指导、以及教学评价的缺失是限制“看”的技能培养的主要影响因素。

基于研究结论，本研究提出以下建议：在“看”技能学习和培养过程中，教师应当转变对于“看”技能的态度，深入了解并掌握相关的策略和方法；在教学

实践中，教师应积极参加与“看”技能相关的理论培训和实践指导，以提升自身的教学水平和能力；注意合理运用丰富多样的视觉资源来培养学习者的观察能力；强调“看”与其他语言技能的整合，教授有效的“看”技能发展策略，以促进学习者“看”技能的不断发展和提高。

关键词：“看”技能培养；视觉素养;高中英语教学;认知；教学实践；影响因素

CONTENTS

ACKNOWLEDGEMENTS ····· I
ABSTRACT ····· II
摘　　要 ····· IV
CONTENTS ····· VI
List of Tables ····· VIII
List of Figures ····· IX
Chapter One Introduction ····· 1
1.1 Research Background ····· 1
1.2 Purpose and Significance of the Research ····· 3
1.3 Layout of the Thesis ····· 5
Chapter Two Literature Review ····· 6
2.1 Definition of Core Concepts ····· 6
2.1.1 Definition of Visual Literacy ····· 6
2.1.2 Definition of Viewing Skill ····· 9
2.2 Relevant Researches on Visual Literacy and Viewing Skill ····· 10
2.2.1 Related Studies on Visual Literacy at Home and Abroad ····· 11
2.2.2 Related Studies on Viewing Skill at Home ····· 16
2.2.3 Related Studies on Viewing Skill Based on Visual Literacy ····· 18
2.3 Theoretical Bases and Analytical Framework ····· 20
2.3.1 The Theory of Taxonomy of Educational Objectives ····· 20
2.3.2 Language Comprehension Theory ····· 22
Chapter Three Research Design ····· 25
3.1 Research Questions ····· 25
3.2 Research Participants ····· 25
3.3 Research Instruments ····· 27
3.3.1 Questionnaire ····· 28
3.3.2 Classroom Observation ····· 31
3.3.3 Interview ····· 32
3.4 Data Collection and Analysis ····· 33
Chapter Four Research Results ····· 36
4.1 Status Quo of Teachers' Perceptions and Attitudes Towards Viewing Skill ···· 36
4.2 Teaching Practice of the Cultivation of Viewing ····· 39
4.2.1 The Situation of Usage of Visual Resources ····· 40

4.2.2 Status Quo of Teacher's Development of Viewing Skill ····· 45
4.3 Factors Affecting the Development of Viewing Skill ····· 54
4.3.1 Lack of Theoretical Training and Practical Guidance ····· 55
4.3.2 Insufficient Teaching Equipment and Teaching Resources ····· 57
4.3.3 Insufficient Teaching Time and Teaching Evaluation ·····59
Chapter Five Conclusion ····· 61
5.1 Major Findings ····· 61
5.2 Implications ·····64
5.3 Limitations and Suggestions ····· 66
REFERENCES ·····67
APPENDIX ·····74
Appendix I: Questionnaire ····· 74
第一部分 教师基本信息： ····· 74
第二部分 教师对"看"的能力培养的认知与态度 ····· 74
第三部分 教师对"看"的能力培养的教学实践 ····· 75
Appendix II: Classroom Observation Table ····· 76
Appendix III: Interview Outline ····· 77
浙江师范大学学位论文诚信承诺书 ····· 78
浙江师范大学学位论文独创性声明 ····· 79
学位论文使用授权声明 ····· 79

List of Tables

Table 2-1 Visual Cognitive Hierarchy Framework 21
Table 3-1 Information of English Teachers 27
Table 3-2 Detailed Information of Interviewees 27
Table 3-3 Dimensions and Corresponding Items 29
Table 3-4 Reliability of Revised Questionnaire 30
Table 3-5 Validity of Questionnaire 31
Table 3-6 The Specific Information of Classroom Observation 32
Table 4-1 Descriptive Statistics on Teachers' Perceptions of Viewing's Connotations . 37
Table 4-2 Descriptive Statistics on Teachers' Attitudes Towards Viewing Cultivation 39
Table4-3 Results of Multiple Response Analysis of Teaching Scenarios 41
Table 4-4 Results of the Frequency of Use of Visual Resources in the Questionnaire .. 43
Table 4-5 The Overall Situation of Developing Viewing Skill 46
Table 4-6 Situations of Visual Information Perception and Understanding Micro-Skill 48
Table 4-7 Situations of Visual Information Integration and Application Micro-Skill 54
Table 4-8 Frequency Statistics Results of Skill Development 55
Table 4-9 Results of a Multiple Response Analysis of the Assistance 56

List of Figures

Figure 2-1 Bloom's Taxonomy of Educational Objectives 20
Figure 2-2 Detailed "Viewing" Skill Framework 24
Figure 3-1 The Process of Data Collection and Analysis 34
Figure 4-1 Percent of Teachers' Attitudes Towards Viewing Cultivation 39
Figure 4-2 The Overall Frequency of Visual Resources in Questionnaire 42
Figure 4-3 The Percent of Using Visual Resources 44
Figure 4-4 The Situations of Visual Information Application and Analysis Micro-skill51

Chapter One Introduction

Chapter One is comprised of three distinct sections. The initial section serves to introduce the research background, while the subsequent section elucidates the research significance. The final section provides a clear and concise overview of the entire thesis.

1.1 Research Background

With the advent of the era of internet information under the impetus of science and technology, the primary means of knowledge dissemination has shifted towards visual mediums. As a result, people's styles of learning and cognitive abilities have undergone significant transformations, leading to the emergence of a new era of picture-reading. The deep integration of cutting-edge technology with the English classroom has facilitated the convergence of developing technologies, heralding a new era in English teaching and an evolved role for English teachers. As a result, a new ecology for English education has emerged, where novel educational technologies have become pivotal in shaping the landscape. With technology approaching, English teachers' IT application abilities were concentrated in the design and implementation of IT-integrated education, and "viewing" was a special way to enhance English language skills and core literacy with IT's assistance. The Notice on the Piloting of Artificial Intelligence to Support the Teacher Workforce Construction Initiative, published in 2018 by the Ministry of Education, explored novel uses of artificial intelligence technology to support teaching reform and educational innovation. In this background, educators should create a focused ecosystem for teaching English using new Internet technology platforms in order to give educators the tools they need. So with the help of new technologies, it is necessary to give full play to teachers' motivation, further uphold the "human-centered" educational approach, and scientifically improve teachers' visual literacy and comprehensive English quality (Zhang Shuai & Tang Jinlan, 2022).

In order to cultivate talents who meet the needs of the new era and adapt to the development of society, in 2014, the Ministry of Education issued the Opinions on

Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Building People's Moral Character, proposing the development and establishment of a "core literacy system", which was an urgent need to adapt to the development trend of global education reform and to enhance the international competitiveness of China's education. Facing the challenges of globalization, information explosion and the uncertainty of future society, countries around the world initiated and designed core literacy education goal systems to cultivate the necessary character and key competencies for students to adapt to the needs of lifelong development and social development. The core literacy models of many countries and regions directly or indirectly emphasize the importance of literacy related to the ability to viewing, so cultivating students' ability to view is an important strategic task for English education. *"National Senior High School English Curriculum Standards (2017 version)"* promulgated and implemented by the Ministry of Education of China clearly states that language skills refer to the ability to understand and express meaning in social contexts by listening, speaking, writing, reading, and viewing, to which the skill of viewing is added. Listening, reading, and viewing are categorized as comprehension skills, whereas speaking and writing are regarded as expressive skills. The language learning process is enriched when comprehension skills and expressive skills are employed in tandem, as each skill set complements and reinforces the other.

Up to now, *"National Senior High School English Curriculum Standards (2022 version)"* also explicitly requires students to be able to understand the meaning conveyed by multiple modal resources such as text, audio, video, and digital (Ministry of Education, 2022), providing a more in-depth clarification of the requirement to view. At the same time, this new language skill also puts forward new pedagogical requirements for high school English teaching, which provides an opportunity to develop the skill of "viewing" in English in the context of visual literacy.

At present, theoretical and empirical studies on "viewing" skill in English are still rare, and the investigation of the connotation, composition and requirements of "viewing" skill is still at the edge. Therefore, there is a lack of prospective studies. There are few studies that examine the skill of "viewing" from the perspective of visual literacy. However, as a new language skill, many English language learners and practitioners are still exploring how to develop and cultivate the skill.

In actual English teaching, teachers' development of students' "viewing" skill only stay at the superficial level of assisting students to understand knowledge, ignoring the deeper meaning of "viewing" as an aid to understand other understanding skills and expression skills, so students lack the ability to observe the information of diagrams, understand the logical relationship of diagrams, and analyze the real meaning of symbols and videos (Huang Kan, 2020). So in English classrooms, it is an common thing that teachers use pictures, videos, and diagrams more or less in English classes in order not to stick to the traditional teaching mode, but most of them are used for the purpose of diversifying the teaching format or to arouse students' interest, and there is no in-depth and systematic discussion on the rationality of using these skills (Zhu Ling, 2021). Therefore, how to effectively develop "viewing" skills in English language teaching to promote students' visual literacy has become an emerging hot topic which is worth studying.

This study starting from visual literacy, aims to comb the concept and connotation of viewing skill, explore and investigate the cognitive situation and teaching practice of English teachers in high schools, try to discover the problems in the development of English "viewing" skill under the visual literacy perspective. And analyze the factors affecting teachers' concept and practice to develop students' viewing skill and further explore the causes of the problems and put forward corresponding improvement measures and teaching suggestions to promote the implementation of the development of viewing skill, which will certainly open up new perspectives for research on English "viewing" skill and, more importantly, fill the gap of the lack of empirical research in this field.

1.2 Purpose and Significance of the Research

In the map-reading era, students' viewing skill is of great significance to the in-depth development of students' core competency. "Viewing" skill and visual literacy are complementary and mutually reinforcing. "Viewing" skill is the basis for visual literacy, and in turn, visual literacy contributes to "viewing" skill (Wang Yanpeng, 2019). Therefore, the teachers, as the implementer of teaching, should have developed the ability of students' viewing through various teaching activities in the classroom. In this thesis, through questionnaire, interview and classroom observation, this study aims to investigate the overall situation of high school English teachers' development of

students' viewing skill and the factors influencing it. Through these investigations, the paper thus can explore the reasons behind and further provide some appropriate teaching countermeasures to optimize the development of students' viewing skill in senior high school English classrooms, better improve teachers' teaching effectiveness, enhance students' language abilities development, and ultimately promote students' core competencies. Therefore, this study clarifies the concept and connotation of the "viewing" skill, constructs a framework for the development of "viewing" skill, and investigates the perceptions and classroom practices of high school English teachers in developing students' "viewing" skill in the context of visual literacy, and its influencing factors.

It is found that in terms of cognitive attitudes, high school English teachers have attached great importance to the development of students' "viewing" skill, but in the actual teaching process, they do not understand the concept of "viewing" skill due to their lack of deep understanding. In the process of classroom teaching, teachers found that there is a serious deficiency in the higher cognitive levels of analysis and evaluation of visual resources, and teachers only focus on developing the connection between the two understanding skills of "viewing" and "reading", while neglecting the relationship between "viewing" and other language skills. The main influencing factors include the lack of theoretical training, teaching and learning resources, and practical guidance.

Theoretically, most of the studies have focused on visual literacy and "viewing" skill separately, and most of the research on "viewing" skill has been limited to its definition, connotation and requirements. In contrast, the study of English "viewing" skill under visual literacy is a new field and the theoretical research related to it is still in its initial stage. At the same time "viewing" skill and visual literacy complement each other and promote each other, so the study of "viewing" skill under visual literacy is also necessary. This study starts from the connotation of visual literacy and the composition of "viewing" skill, and combines visual cognitive hierarchy framework (Zhao Li, 2017) and Wang Shuhua's language comprehension theory (Wang Shuhua, 2012) can largely enrich the theoretical system of "viewing" under visual literacy and provide some insights for further research in this field.

Practically, despite the fact that pictures, videos, and diagrams are incorporated by teachers in English classroom to avoid a conventional teaching approach, it is primarily for the purpose of diversifying teaching methods and stimulating students' curiosity,

without much emphasis on a comprehensive and methodical analysis of the scientific and logical application of this technique. So in this study, questionnaires, classroom observations, and interviews are used to understand how to develop students' visual literacy in English classrooms using "viewing" skill, and to identify the problems and causes of the development process, and then to find strategies to effectively improve students' visual literacy. This provides a reference for current high school English teachers to develop students' viewing skill. Through adherence to the guidance of teachers, students can substantially enhance their proficiency to view, their aptitude to comprehend, consolidate and utilize, as well as scrutinize and assess visual resources. Consequently, this research endeavors to offer purposeful and pragmatic recommendations for teachers to incorporate the advancements of "viewing" skill into their everyday teaching practices, in order to foster the cultivation of such competencies.

1.3 Layout of the Thesis

This dissertation comprises five chapters. Chapter One serves as a succinct introduction to the study's background, objectives, and significance, in addition to outlining the thesis framework. Chapter Two offers a literature review, presenting the definitions of visual literacy and viewing skill, a brief review of research in this area both domestically and internationally, and its theoretical basis. Chapter Three outlines the research methodologies, including research questions, participants, instruments, data collection, and analysis. Chapter Four contains the results and discussion section, which detailed quantitative and qualitative analyses of research findings are presented according to the research questions. Chapter Five offers a comprehensive overview of the principal discoveries and provides suggestions for teachers to promote students' viewing skill, while also highlighting some limitations of the research as the starting point for future research.

Chapter Two Literature Review

In this chapter, literature review mainly composes the following aspects: the definition of the concept of visual literacy and viewing skill, relevant research results at home and abroad, as well as related theoretical framework.

2.1 Definition of Core Concepts

This research investigates high school English teachers' perceptions, classroom practices, and impact factors on the development of students' "viewing" skill based on visual literacy. In particular, the concepts of visual literacy and English "viewing" skill are essential ideas that require clarification within this study. "Visual literacy" is examined with regard to its definition, characteristics, and the sorting of competencies embedded within its definition. Meanwhile, English "viewing" skill are comprehensively explicated in terms of their connotation and the requisite abilities they demand.

2.1.1 Definition of Visual Literacy

The concept of visual literacy was first introduced by Debes in 1968, and he found that good visual literacy has a significant impact on the amount and efficiency of people's information acquisition. Therefore, since the concept of visual literacy was first introduced, the "visual literacy movement" had been rapidly growing around the world. He regarded visual literacy as a set of vision-related abilities developed by combining viewing with other sensory experiences (Debes, 1968).

Debes defined the connotation generally as a collection of skill that later academics had built upon to thoroughly examine its specific implications. For instance, Lynna & Floyd (1978) considered visual literacy as a set of skill that helped people understand and use visual information in order to facilitate visual communication between people. John & Roberts (1982) emphasized that visual literacy was the ability to understand and use pictorial information, including thinking, learning, and

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：https://d.book118.com/768033060070006112