Obstacles and Countermeasures of College Students' English Reading

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Abstract. Chinese college students have some obstacles in English reading. Based on the analysis of the performance of Chinese college students' English reading obstacles, this paper puts forward some effective measures to solve the problems of English reading barriers.

Introduction

In today's social life information and knowledge economy era, English as a universal language is widely used in all areas of people's lives. In most countries, English education is regarded as an important part of the ability education.

China also attaches great importance to English teaching and related research. But because it is as a foreign language teaching, there is no natural language environment, so that our students in learning English is not enough listening practice and lack of language environment should be modified, so reading has naturally become the main ways and means of our learning. Therefore, English reading teaching has always been regarded as the most important part of foreign language teaching in China. Although the teachers and students spend a lot of time and energy on reading training, the English reading speed and accuracy are still very low.

The so-called English reading barriers, refers to the existence of great difficulties in English reading, specifically refers to the students in learning English pronunciation, vocabulary, syntax and semantics, and other aspects of varying degrees of difficulty[1]. We must deal with all kinds of obstacles in English reading, which is the most important task in our English reading teaching. Only by paying attention to and analyzing the obstacles existing in the reading comprehension of college students, and finding the corresponding solutions, can we improve the reading ability of college students and cultivate their interest and interest in reading.

College Students English Reading Barrier Performance

The current college students in the process of English reading, there are different levels of reading obstacles, the specific performance in the following areas:

Vocabulary Disorders

He Chunxiao believes that vocabulary is the most basic unit of language materials [2]. In the course of reading, the students have left a certain amount of vocabulary as the foundation, and they cannot reach the purpose of reading. Lexical barriers are the most direct obstacle for Chinese students and the first obstacle in English reading. The main manifestations of vocabulary barriers is small vocabulary, not guessing the new words is a lot of students reading comprehension ability is not sufficient, slow reading in English reading process, the main reason of the long time of reading. The lack of understanding of word formation is one of the weaknesses of students. Before entering
college, most students have mastered a certain vocabulary, but they rarely accept the teaching of word formation system, most of the students in word formation is very strange, and not proficient in word formation to remember new words, often just one word memory, the memory is not only no scientific basis and efficiency is not high. Students not only cannot use the knowledge of word formation, but also lack the ability to guess the meaning through the context. Many students still cannot understand the deep meaning of vocabulary in its basic meaning. Vocabulary is the basic component of English language system. For college students, learning English should not only have enough vocabulary, but also master its usage, according to the different context and environment to determine its meaning, so as to achieve the purpose of understanding the information expressed in the article. Therefore, in order to improve reading comprehension ability, we must learn and master vocabulary.

**Syntactic Disorders**

Sun Feng believes that the prerequisite for efficient reading must be based on a good knowledge of sentence structure [3]. Because of the need of expression, the structure of English sentences is often changed. If the students are not familiar with the structure of the sentence, they will not understand the meaning of the sentence. If vocabulary is the first obstacle in English reading, then syntax is the second obstacle in English learning. In general both syntactic ability includes the ability to master and apply the knowledge of grammar and rules, including grasp and use of punctuation and syntactic ability on reading speed and comprehension accuracy has great influence. It is difficult to grasp the use of verbs in English grammar. The characteristics of English writing is very logical, it is necessary to comply with the logic, the main, predicate, object, form, the form is complete, the logic of strict care. Conjunctions are used more often in a passage, and a paragraph may be made up of a compound sentence. If we do not understand the grammatical features of English, it will cause great obstacles to reading comprehension, and it is more difficult for the college students to have a headache. The premise of efficient reading must be based on the knowledge of the sentence structure, so as to better understand the information provided by the reading materials. Based on the needs of expression, the structure of English sentences often changes, if the students are not familiar with the structure of the sentence patterns, often in the understanding of the sentence structure cannot understand the meaning of the sentence. So it is much easier to grasp the relevant phrases in the context, and it is not easy to understand.

**Discourse Disorder**

A text refers to any natural language that expresses the complete semantics in a certain context, which is not completely constrained by the syntax of the sentence. Discourse analysis and understanding should pay attention to the integrity, cannot be independent of the sentence meaning and grammatical function of comprehensive analysis, there should be "discourse analysis" consciousness, and this is often the local Chinese students lack most and least attention. In reading the article, students tend to read the contents of the article to read on the forgotten. After reading the text, forget the previous, the most common thing is to see too many facts and details to ignore the main content of the article, which is an obstacle in the text. Some students pay too much attention to the first sentence of the first sentence, see this approach is right, most key sentences are the first sentence, but value will be ignored for example the first sentence, the supplement is sometimes above sure, sometimes it is the negation of the above, once the negative center the idea is very different. Therefore, the practice of ignoring the former or the latter makes the overall meaning of the article inaccurate. Only to understand the discourse on reading obstacles to cultivate students' applying high level language ability.

**Cultural Background Knowledge Barriers**

Cultural barrier is one of the main obstacles for Chinese students to read English. The level of reading comprehension is related to the individual's knowledge experience. In English reading, cultural background knowledge and language information cannot be separated [4]. Language is a carrier, not only carries the language information, but also carries the cultural information. Cultural
information in turn acts on language information. The reader's understanding of the language information is not only due to the cultural information but also the cultural information. English reading is a kind of cross-cultural communication, in the English reading between the lines permeated with a strong Western culture. If students do not understand the cultural background of the English speaking countries, it is difficult to understand the article deeply, and cannot grasp the meaning of it.

**Reading Strategies Disorders**

Reading strategies refer to the actions and steps taken to effectively organize and arrange reading activities, which includes two parts: reading comprehension and reading management. Reading strategy is a whole, and it is the result of mutual restriction between ideas and management. The new methods, new ideas, new techniques continue to enter the strategy system, readers change according to their level and different contents, constantly adjust, make the system dynamic characteristic, because everyone is different, so the choice of different strategies. Before reading should think of reading strategies to help reading, but this is often a most Chinese students paid no attention to the blind, and began to read, so no reading strategy is not conducive to the understanding of the reading materials and information. Students with reading disabilities are especially weak in their knowledge and use of reading strategies. They do not know what kind of reading strategies they use. This is a typical reading without thinking strategy, not to read or not reading strategies in reading, no conclusion, after reading, this is the most pointless to learn to read, not on a strategic vision of the development of learning, the result is less effective.

**Strategies to Overcome College Students' English Reading Barrier**

**Overcome Lexical Barriers**

In order to overcome the obstacles, we should adopt appropriate scientific methods to enlarge our vocabulary. First of all, keep in mind the common words. According to the syllabus, we need to know which words are used and which words are not common. Then keep in mind these basic words and high frequency words, and through the normal reading training to be able to master their usage. Secondly, most of the key words to remember in accordance with the pronunciation of the word memory method to memorize. Most words can be memorized according to the rules of pronunciation, especially some longer words. Third, to grasp the words to sort out the summary to help memory. At last, the associative memory. There are a lot of words in English that can make up a lot of related phrases. When you learn a word, if you can stimulate students to associate, write the relevant phrases, not only can deepen the understanding and memory of the word, but also can effectively review.

**To Overcome the Syntactic Barrier**

If vocabulary is a memory disorder in reading, grammar is an obstacle in reading comprehension. The key features of English are the changes of verbs, and the changes of the posture of the verbs often make the learners find it difficult to grasp. The English writing requires that the subject, the object, the subject, the form, the complement, the logical rigor. If you do not understand the grammatical characteristics of English, there will be a lot of obstacles to reading, especially for those who cannot easily modify the composition of the long sentence is helpless. Therefore, we need to master the following four points: to understand the types of English sentences, to strengthen the analysis of sentence patterns, to grasp the key words and to adjust their thinking. The most important thing is to overcome the inertia of mother tongue thinking. If we do not overcome all sorts of ideological thinking, we often say that to think in English Chinese or Chinese English, used to think, then our logical thinking will cause huge negative effects, we restrict direct reading disorder.

**To Overcome the Barriers of Discourse**

Text reading is a process of extracting, analyzing and arranging the information of reading materials,
which involves many fields, such as linguistics, psychology and so on. According to the modern teaching theory, reading is a process of understanding the meaning of a discourse, involving a wide range of knowledge. Most of the time, students are not clear because the discourse theory caused by dyslexia, some students did not understand clearly that they have understood the meaning of this article do not question, this is because students do not know that you do not understand the text. Therefore, students must pay more attention to discourse study. In reading, students must make clear the logical order of reading materials, which will not only help students to read smoothly, but also help to understand the text. It is also the key to the acquisition of discourse. At the same time, reading must not ignore the related words. Related words make the sentences and paragraphs of the article form an organic whole, close to a theme, indicating that the sentence in the text of the opening, turning, extension, causal logic. It is difficult to understand the central meaning of the article and the author's intention of writing, because it cannot clear the structure of the article and the author's thinking. Therefore, if to keywords in reading, and clarify the central idea, the application of text reading method to read the words corresponding to simple, but the reader does not need to spend a lot of time to understand the meaning of words all discourse, can make use of existing knowledge and comprehend the discourse through discourse related lexical meaning and context information.

**Overcome Cultural Background Knowledge Barriers**

The results show that: the more mastery of cultural background knowledge, the stronger the ability to understand the text; on the contrary, the lack of understanding of cultural background knowledge will directly affect the understanding of language knowledge [5]. In the teaching of English reading, students should focus on strengthening the study of English cultural background knowledge. In addition to the teacher in the classroom to explain the language itself, but also should teach students did not know the background knowledge and other knowledge related to the background of the article, the purpose of teaching cultural background knowledge. When teachers explain vocabulary, it is necessary to teach the students the cultural knowledge contained in the vocabulary to help and guide them to dig and understand the deep meaning of words in a particular cultural context. However, the knowledge of the teacher is limited to the students, the students need to learn to understand the deep cultural background, in order to improve the reading ability to make good bedding. In this way students can be a variety of English language knowledge and non linguistic knowledge with the information organically, improve reading speed and reading comprehension ability more effectively digging deeper meaning of materials, so as to truly understand the discourse information.

**Overcoming Reading Strategies**

The use of reading strategies is very much, not at random according to their own ideas, there must be learning as a strategic guide. The strategies of English reading science can be as follows: (1) from the point of view, read the article first and then look at the problem, not clear and then go back to read the paragraph. (2) from the point to the surface, first look at the problem after reading the article, with the memory of the problem to find the answer in the article. (3) point intersection, read a layer of meaning to do a few questions, reading and doing cross. Advantages: moderate speed, more targeted, just read the contents of the deep impression. Because the most important part of the text in the first paragraph and the first sentence of each paragraph, this method can also have a preliminary understanding of the outline of the article [6]. Of course, we make a summary of the proposed strategy: any method is not absolute, students should be based on their own personality and habits of thinking, as well as the specific situation of the flexible treatment.

In short, the Chinese college students, due to limitation of language environment, read the important role and status in the current English teaching is becoming more and more obvious, English reading is not only the students in learning English to get one of the basic skills, the basic premise is the development of other language skills. Only by paying attention to the obstacles and obstacles in English reading can we overcome the difficulties in the process of English learning and develop good English reading ability and habits.
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Reference


