

Factor Analysis on English Comprehension Ability of Middle School Students--A Case Study of Xi'an Wenjing Middle School

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Abstract: According to the statistics shown to us that in the research of middle school English studying, lots of students have a strong sense of fear in the English subject and there are many problems in the reading comprehension of middle school students. Nowadays, middle school English teaching has become the focus of discussion in our society. The reading comprehension ability of middle school students is a significant aspect of middle school students' English learning. This thesis is based on the analysis of the factors which may affect the development of English reading ability of middle school students. Based on a specific sample of Xi'an Wenjing Middle School, this paper explores the ways and strategies to improve the English reading ability of junior middle school students.

Keywords: Middle School; Reading Comprehension; Problems; Strategies

1. Introduction

1.1 Research Background

In recent years, with the continuous development and reform of the education in our country, middle school English teaching has become one of the hot topics of general concern in the modern society. Among these topics, the reading and comprehension ability of middle school students is a significant wind indicator for English studying of middle school students. This thesis was based on the analysis of the factors which affects the development of English reading ability of junior middle school students. English reading comprehension is one of the common main reasons for the low scores made by the students in junior middle school English test. Generally, it plays a vital role in the English learning of junior middle school students.

The basic requirement of English teaching is to train students to have a reading ability at a certain level. Reading ability is closely relevant to the cultivation and improvement of other abilities of the student, such as the ability of listening, speaking, writing and translating. In *Compulsory Education English Curriculum Standards* (2011), it was pointed out that the goal of English teaching in junior middle school is mainly to cultivate students' reading ability, and the assessment of candidates' reading comprehension ability has become a major trend in the senior high school entrance examination.

1.2 Purpose of This Study

Reading ability plays an important role in the English teaching of junior middle school students, and the most difficult and most important matter is to cultivate and develop the English reading and comprehension ability of the students. Students tend to lose a lot of points in this part because of lack of time or other factors. So how to improve reading comprehension becomes very important.

Nowadays, English teaching, and the cultivation of reading and comprehension ability has become the one of the problems in English teaching, which has been catching the eyes of the scholars and teachers the most. The "New English Curriculum Standards" clearly stipulates that junior middle school English teaching could focus on the cultivation of students' reading and comprehension ability.

This paper is based on the analysis of the factors which may affect the development of English reading and

comprehension ability of junior middle school students. Based on a specific sample of Xi'an Wenjing Middle School, this paper explores ways and strategies to improve the English reading ability of junior middle school students. All in all, it is always of great significance to the cultivation and development of English reading and comprehension ability of the students under the New Curriculum Standard in the future.

2. Literature Review

2.1 About the Definition of Reading Comprehension

The goal of the reading comprehension is to construct the coherent representation of discourse. The readers need to integrate the current linguistic input and their associated world knowledge.

Christine and Nuttal (2000) explains from another perspective of the reading ability. He believes that the so-called reading ability means a person who reads the article and achieves a certain degree of understanding of the content conveyed by the article after reading. Such the understanding is closely related to the basic language knowledge from the article for him.

The ability of English reading comprehension is one of the main goals of English teaching in junior middle school.

Goodman (1988) says that reading is the process of learning, the process of receiving new information and new language. It is the subjective and active intellectual re-construction of the language code presented by the reader, forming its own uniqueness. The knowledge of understanding and the reading process affects the reader's thoughts, emotions, and values.

Hu and Wang (1996) consider that reading is the process by which people obtain information from books. It needs to mobilize people's cognitive ability, knowledge reserve, experience, understanding ability, etc. through the brain, through the complex analysis of the brain. The information obtained is transformed into a part of its own knowledge reserve. Reading is a complex mental work.

2.2 Researchers about Middle School Students' Reading Comprehension

Middle school students must pay attention to reading and learning in the process of language learning. It is not only one of the middle school students' language learning.

The content of the item is also a common learning method in language learning.

Lu et al. (2003) used the graphic theory of cognitive psychology to carry out graphic reading training for students and examine their effects on improving reading ability. Wu (1994) has published an article indicating whether people can succeed in learning a second language. Traditionally, teachers have been determined to play a decisive role. Therefore, the applied linguistics community has always focused on the improvement of teaching methods. However, under the influence of the further study of second language acquisition in recent years, people have a new understanding of this problem. The connection between eye movements and dyslexia explores the reading process.

Ma and Xiao (2009) studied the occurrence of English dyslexia among middle school students from the perspective of reading habits and reading methods. The survey found that bad reading habits can cause a bad reading experience. Students read fast, do not read seriously, forget the words in the book, forget the sentence, read the article, do not know what to do, do not know the subject and subject, read There is no benefit in improving the ability. The overall reading method is an important learning method suitable for Chinese middle school students in English learning.

Japanese scholar Fumik (1999) holds the view that English as a second language outside the mother tongue, its pronunciation, spelling, writing and learning methods are contrary to the characteristics of students learning their mother tongue from an early age. The effect of learning tends to be obvious, and when English skills are continuously improved, my native language learning will be affected, in turn.

Vocabulary and grammar have always been difficult in English reading, but it is English two basic contents that must be learned in language reading teaching. Weinstein (2007) emphasizes that reading is a comprehensive process of brain power, involving many thoughts.

3. Research Methodology

3.1 Research Questions

To find out the factors that affect junior middle school students' English reading comprehension ability, this paper tries to answer the following questions:

1. Generally, what are the main factors that affect the English reading comprehension ability of the middle school students?
2. What are the main factors that affect the English reading comprehension ability of the students from different grades respectively?
3. How can we improve students' reading comprehension ability effectively?

3.2 Subject

This study was done in Xi'an Wenjing Middle School where I taught. 60 students from Wenjing Middle School were selected to fill out the questionnaire. Among them, from Grade 7 to Grade 9, each grade has 20 students, and these students have different English reading abilities.

Through questionnaires and interviews, students' reading motivation, reading interest, reading time, reading style, reading habits, reading skills, reading materials, cross-cultural awareness and other projects were investigated to find out the successes and discover the problems.

3.3 Materials

This material is mainly presented in the form of questionnaires, mainly based on the questionnaires of some students in Wenjing Middle School as a sample of factors affecting the reading comprehension of junior middle school students. The content of this questionnaire includes survey students' interest in reading, interest in reading questions, investigation of influencing factors, and collection of suggestions on how to read and understand. In reading comprehension, these questionnaires and data, counter-measures were used to analyze factors.

3.4 Data Collection

Before preparing to start this survey, as an English intern teacher, I have been doing my internship at Wenjing Middle School for several months and the author is familiar with the students here. Through an observation of their usual English learning and classroom communication of the students from Grade 7 to Grade 9, a survey has been conducted on the reading comprehension ability. Some problems affecting students' reading comprehension level have been found out at last.

Generally, these questionnaires will be summarized and analyzed to find important influencing factors.

4. Results and Discussion

4.1 Factors Affecting the Level of English Reading Comprehension

The factors that affect the understanding of English reading ability of the first, second and third grade students are mainly found to have insufficient vocabulary, long sentences and no understanding of English reading comprehension.

| Factors | Vocabulary | Sentence | Understanding | Lack Interest |
|------------|------------|----------|---------------|---------------|
| Proportion | 25% | 30% | 21% | 24% |

Tab 4.1 Findings

4.2 Analysis of Cause

4.2.1 Factors Affecting Grade 7 Students' Reading Comprehension

This factor is a typical manifestation of a lack of reading experience. This is particularly evident in the Grade 7 students. Because Grade 7 students just stepped into the junior middle school, they still use the primary school when they read English. This reading method lays too much emphasis on the meaning of each word. However, the structure of the article is not clear enough to grasp the general idea of the text. This is especially true in grade seven students. When they encounter some new words during their reading, they always look up the dictionary instead of thinking independently. Students believe that only in this way can they understand the reading content comprehensively and thoroughly, but this actually reduces the reading speed and hinders the real discourse comprehension.

4.2.2 Factors Affecting Grade 8 Students' Reading Comprehension

Mastering grammar and syntactic knowledge is critical to understanding English reading. In order to simplify the long sentence to a short sentence, the article's information can be simplified. According to the survey results, more than 60% of the students in the second grade of junior middle school can only read the English articles in time, and they can only actively divide the long and short sentences to simplify the meaning of the sentences. This shows that most of the students' grammar knowledge is not systematic or cannot be used skillfully.

The author found that some students have stronger self-awareness and self-esteem. What's more, some teachers only pay attention to a small number of students with good grades, but ignore other children, and lack sufficient positive and objective evaluation.

4.2.3 Factors Affecting Grade 9 Students' Reading Comprehension

A discourse is composed of multiple sentences, and is a whole language composed of vocabulary according to different arrangements. The independence and integrity of discourse must be considered when reading. If we analyze the discourse and only consider the meaning and grammar, but do not fully grasp the integrity of the discourse, then we will ignore the article. The logical relationship among them leads to deviations in the reading comprehension of the article. According to the results of the survey, most junior middle school students only read the article from the structure and grammar of the sentence when reading. Without an accurate reading of the subject matter of the article, it is difficult to grasp the author's creative intent.

4.3 Measures for the Improvement of Students' Reading Ability

4.3.1 Reciting Words and Phrases

Learning English well begins with learning words, because words are the cornerstone of English sentences and texts. If one wants to learn words, one must first of all prepare an English-Chinese dictionary. Read the new words encountered in the text and some English reading essays in time to avoid misinterpreting the meaning of English reading comprehension because there are too many new words, which makes it impossible to make the correct choice of reading comprehension answers. By looking up the dictionary, the students clearly understand the meaning of the English essay thus they could choose to read English.

4.3.2 Paying Attention to the Context of Reading and Understanding

Junior middle school English reading essays pay attention to the storyline, and also pay attention to the logic. English pays attention to logical reasoning, from common sense, data, meaning, logical relationship, short essay, subject purpose, author tendency or attitude, author writing ideas, etc., according to special, comprehensive, simulation and other training forms, all kinds of English reading understand the inference and judgment in one, from shallow to deep, so that candidates can undergo three stages of intensive training process to achieve proficiency. Scanning is also a quick reading technique. In fact, from the perspective of reading comprehension, the best reading habits are not direct speech, but through visual completion of reading words and details.

4.3.3 Expanding Students' Knowledge and Mastering Reading Skills

For English learning, it ought not be limited to the understanding of English words, languages and sentences. It also needs to carry out pioneering training for students. It is necessary to have a deeper understanding of the local customs and regional cultures around the world. Reading ability and reading level improvement. On the other hand, students also need to master English reading skills. Mastering English reading skills is the core and key to English learning, and it can achieve twice the result with half the effort. This requires students to combine precision with extensive reading during the reading process, and even to guess the meaning of words.

4.3.4 Innovating Reading Teaching Form and Material

Affected by the traditional Chinese education model, many English teachers are more likely to teach English in exam-oriented education, often only for students to do the skills of the problem, but in terms of students' actual experience and scientific cognition, there is indeed a comparison. Therefore, under the new background of the new era, English teachers need to innovating new forms of English reading education, cultivate students' English reading thinking, and cultivate students' sense of language in the process of reading English. To this end, teachers need to change the teaching mode of full house or cramming, move the class outside the classroom, and encourage students to read English extracurricular books.

5. Conclusion

5.1 Major Findings

The current situation of English reading for junior middle school students is generally not very optimistic, although students generally believe that English reading plays an important role in improving English, especially to improve reading ability and increase vocabulary. The author selected 60 students from Wenjing Middle School to fill out the questionnaire. Among them, from Grade 7 to t Grade 9, each grade has 20 students, and these students have different English reading abilities.

Through questionnaires and interviews, students' reading motivation, reading interest, reading time, reading style, reading habits, reading skills, reading materials, cross-cultural awareness and other projects were investigated to find out the successes and discover the problems.

It's necessary for us to read the new words encountered in the text and some English reading essays in time to avoid misinterpreting the meaning of English reading comprehension because there are too many new words, which makes it impossible to make the correct choice of reading comprehension answers. Junior middle school English reading essays pay attention to the storyline, but also pay attention to the logic.

So it's better for teachers to expand vocabulary, cultivate students' good reading habits, and develop the habit of guessing the meaning of new words according to the context. Improving the English reading and comprehension ability of middle school students is a necessary for their English learning in the future.

5.2 Limitation and Suggestion for Future Research

This paper analyzes the influencing factors of English reading and comprehension ability of junior middle school students. Although this thesis analyzes from many different parts about reading comprehension, there still some limitations.

First of all, the author have conducted a survey of 20 students from Wenjing middle school students from Grade 7 to Grade 9, and got some drafts, which can not represent all students. The best way is to research many students from different schools and classes, and analyze girls and boys respectively. Secondly, this thesis is limited to Xi'an Wenjing Middle School. The limitation is that some junior middle schools should be surveyed to understand the influencing factors. Thirdly, this paper analyzes some factors and counter-measures for improvement still are not very good enough.

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