

# Problems Encountered by Chinese High School English Learners

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**Abstract.** Nowadays, Chinese high school students have many problems in how to study English. This article mainly describes the problems that Chinese high school students encounter in learning English. This article is divided into four parts. They are listening, speaking, reading and writing. In general, the biggest problem for Chinese students is their lack of vocabulary. Lack of vocabulary causes them to be unable to understand the questions and write the answers in the listening; As a result, they are unable to use suitable words to describe what they want to describe in spoken English; As a result, they are not able to understand what the question is asking or understand what the text is saying; As a result, they cannot use advanced vocabulary to describe what they want to express in their writing. In the aspects of listening, oral reading and writing, this paper also puts forward several problems and solutions.

**Keywords:** Listening, Speaking, Reading, Writing.

## 1. Introduction

This article will divide problems encountered in learning English in to four parts. There are listening, speaking, reading and writing. Firstly, according to Lihong Ling's research findings, the listening problem of high school students mainly has the following aspects: Language Foundation and non verbal knowledge [1]. The language foundation divided in five parts: 1. voice. From the phonetic level, learners must first master the correct pronunciation of words. 2. intonation Chinese high school students tend to speak in a tone of voice, whether expressing question, doubt or surprise. The inaccurate grasp of intonation leads to the deviation of understanding 3. speed. Or speaking too fast or too slow is not good for students to receive information 4. vocabulary. Vocabulary is the basis of discourse. Mastering a certain number of vocabularies is the guarantee of listening comprehension. 5. grammar. Mastering the collocations and idioms of words is helpful to the meaning and understanding of sentences. The non verbal knowledge has three parts: 1. teaching method of teacher. Many teachers' methods are just to test students' listening comprehension ability. Language is regarded as isolated lacking wholeness and completeness 2. background. For material lacking relevant background knowledge, even if you have mastered the words and sentences, you will still feel difficult to understand. 3. emotional state. Emotional factors such as anxiety can also affect listening comprehension. Secondly, according to Yanan Jia's research findings, the speaking problem of high school students mainly divided in two parts [2]. There are subjective problems and objective problems. The subjective problems has two reasons. One is high school teachers and students generally pay attention to oral English Speaking and the other one is The psychological and personality characteristics of high school students make them often reluctant to speak English. The reason of objective problems have two parts as well. There are most high school students lack the language environment for English learning and English learning resources are scarce in some high schools. Thirdly, according to Kejun Cao's research findings [3], the reading problem of high school students mainly has the five parts. The first one is Students have less accumulated vocabulary. The second one is students do not have a comprehensive grasp of English grammar. The third one is students lack cultural background knowledge. The fourth one is students have formed bad reading habits since childhood and the last one is students read less English outside of class. The last part of problems encountered by Chinese high school English learners is Writing ability. According to Ayguzeli Muthalip's research shows the low writing ability of Chinese students because of the neglect

of writing in English teaching tends to improve students' English scores [4]. Students are not familiar with the ideas and methods of writing because they invest less energy in writing. Even of teachers can carry out writing teaching activities, it is difficult to arouse students; enthusiasm to participate in writing activities by using fixed educational methods. After a long time, students will lose interest in writing.

Based on the above discussion, It can be seen that Chinese high school students have encountered many difficulties in English learning, so this paper analyzes from the following four aspects: listening, speaking, reading and writing.

## 2. The listening problems

In order to increase the ability of listening, some scholar did some research in which facts affecting learners' listening comprehension. Zuo Chong says Boyle believe that the factors affecting students' English listening include the listener's own factors, the speaker's factors, listening materials and media factors [5]. It is also found that the complexity of grammar has a significant impact on listening comprehension; He also mentioned that Scarcella and Oxford proposed the factors include the nature of the listening content, the purpose and or nature of the listening. This concentration level, the gender of the listener and the emotional factors that affect hearing and then Goh was after investigation and research, it is found that the more important factors include the listener's vocabulary, background knowledge, speaker's speed, listening input form and speaker's accent. In Goh's survey, the biggest impact of learner feedback came from a lack of vocabulary. Zuo Chong also presented in the attention and cognitive process memory which is also the important factors affecting students' listening. Also some other scholar also write article about that, like Lin Lihong's article. She attributed the factors affecting listening level to two parts [6]. One is language knowledge and the other is the non-verbal knowledge. In the part of language knowledge, he used the five points of pronunciation, intonation, speaking speed, vocabulary and grammar to explain the obstacles that affect student's English listening. In the other part of non-rival knowledge, he uses three parts: teacher's teaching method, background knowledge and emotional state to describe the factors that affect students' listening learning. So in this article, I will discuss these factors in two parts. There are student's vocabulary and student's listening skills .

Firstly, students should increase their vocabulary. In Pan Jie's article, she wrote that many students will immediately feel frustrated when they see the listening questions [7]. The reason is their vocabulary is so small that they don't know many words. Some students can't choose the correct choice even if they can understand the listening question. So how do we solve the problem that students have a small vocabulary? The author says through special listening training ,students can induce and summarize the common vocabulary of each topic and classics ,which is conducive to improving the repetition rate of positive vocabulary. Meanwhile, meaningful and strategic combination of fine listening and general listening will enhance the accumulation of vocabulary and the ability of discourse processing. In addition, try to get the listening form. Diverse ,such as listening to English songs, chatting in English ,watching English speeches... Listen for fun. Listen with choice and strategy. Secondly, increase students listening skills. In Pan Jie's article ,she refer to students lack of listening practice. From the beginning of students exposure to listening materials ,some do not know how to review listening materials and predict the content of listening. Some students get the question did not understand the question, began to ability choose. For example, when you do a number type problem, you have to do some addition and subtraction, and sometimes even do some simple multiplication. However, students just listen and choose, and write without thinking, leading to mistakes. It can be seen that in the process of listening, topic classification training and special learning method guidance is very necessary for students. Faced with a lack of training in listening skills, students can develop good reading habits. It is possible to obtain correct listening information. When the listening speed is very fast, for the weak foundation of students, listen to a certainly not good. They need to repeatedly stop to listen to the shop, said that the bridge repeated listening.

Vocabulary and sentences and even ear sensitivity is of great benefit to students with poor fundamentals.

### 3. The speaking problems

Nowadays because of the international exchanges are becoming increasingly frequent. Chinese students and teachers are beginning to realize the importance of oral English. Although students also attach great importance to the study of oral English and spend a lot of time in. Practice oral English, but because of some mistakes in thinking, coupled with the error of learning methods. It is always difficult to get good results. At the same time, it is difficult to appreciate the charm of oral English communication. Therefore, in this article, I decided to describe this problem in two parts. One is the environment of the mother tongue, the other is the lack of motivation of high school students .

The first one is high school students lack of a chance to speak in English. In Liao Xinhang 's article, he mentioned that in the current high school English learning environment, it is often a single high school students contact and use the language, at their own mother tongue[8]. In essence, this is different from the way of second language acquisition, because there is not enough influence of English language environment, high school students are exposed to English time, or the same few English classes. And in the classroom cannot guarantee that every student can carry out English expression, in the classroom listening and speaking training to get things . It is also difficult for students to get the corresponding consolidation after class, which makes the English language information input a big problem. In addition, too much emphasis on grammar at the expense of oral English, too much emphasis on form at the expense of thinking is also very serious, so many students can get high marks in the English exam, but still can not understand some original English programs. Or some English reports, in daily communication with foreigners, students are also easy to appear the situation of incomprehension. Meanwhile, in Jia Yanan's article also talked about this problem. He noted that most high school students lack English. Language environment for learning. High school students tend to regard English as a knowledge to learn, from primary school to college to the end of the communication can not speak English language and long grasp a large number of words, sentence patterns, grammar, it is two different things, learned a lot of English, but a lot of is in. Things you don't need in real life. Based on this problem, Jia Yanan offers some solutions. He believes that teachers should carry out colorful oral English teaching activities and gradually help students overcome the psychological barriers of speaking English in front of others. At a certain stage, English debate competitions and other activities can be further organized to guide students to use simple English in class. Express their own ideas about certain English topics. Teachers can also organize English corners, English song contests, English movie dubbing contests and so on after class to provide more platforms for students to practice their oral English ability. These colorful activities can activate the learning atmosphere in and out of class and stimulate students' enthusiasm for learning.

### 4. The reading problems

With the deepening of China's basic education reform, schools pay more and more attention to the problem of high school English teaching. Reading teaching is the focus of English teaching in senior high school. IT is one of the important ways to improve English literacy to train students to acquire information, process information, analyze problems and solve problems in English in reading teaching. However, in the current high school English reading teaching, there are many problems affecting the effect of English teaching, which need to take appropriate countermeasures and solutions. After reading some literature, I found that most of them mentioned two problems. One is the single teaching method of reading, which affects the effectiveness of reading teaching. Another is the lack of vocabulary.

The first one is the wrong teaching method of reading. As mentioned in Huang Maoming[9]'s article, from the current situation, many teachers generally adopt the teaching method based on

reading texts when teaching reading. This teaching method lacks the necessary and timely interaction between teachers and students. In the content of explanation, some teachers basically move the things in the book according to the reference, and lack of expansion and extension of the reading content, which is influenced by the old exam-oriented teaching thought. In such a teaching process, students often listen passively and cannot participate effectively. Therefore, students' interest in reading teaching is not high, and their inner interest in learning is difficult to be mobilized. The boring and boring teaching mode will even affect the enthusiasm of students in English learning. Chen Yuan also mentioned in the article, "sea tactics" phenomenon is still widespread[10]. Some high school English teachers are influenced by the factors of teaching task and test preparation. In the course of reading training for students, they often adopt the way of doing questions to improve students' reading ability.

Huang Maoming also mentioned that the revised English reading teaching should also respect students' dominant position and mobilize students to participate in reading teaching [9]. This requires changing the traditional one-way "top-down" teaching method. Because the students in the high school teaching stage have a certain English ability, they can integrate the three aspects of "bottom-up" and "teacher-student interaction". Secondly, lack of vocabulary. Cao Junke mentioned in his article that students accumulated less vocabulary. He mentioned that in teaching, many students found that when doing reading comprehension questions, because they had less vocabulary, their memory was not accurate. There is often confusion of the words which have the same meaning, which greatly increases the difficulty of reading and affects the efficiency and effect of students' reading. Some students just remember the meaning of the words, but in the specific language environment of the article can not explain, and this memory leads to the encounter of new words at a loss. So teacher can supervise the students. Recite the words, but also know the students according to the body to master the reading skills. For example, the details of the understanding of the question to when, how, who, which, where, how, why and the other words to guide. This type of question starts with a clear proposal, key words, sources of answers, or elimination.

## 5. The writing problems

Writing is an important form of language output in English learning. Teachers should pay more attention to the teaching of English writing, combining the content of teaching materials and teaching objectives. It can improve the English writing ability of senior high school students. So it will be divided into two problems and solutions about listening ability. There are teacher level problems and student level problems.

The first is the problem at the teacher level, mentioned in Jiang Haifeng's article [11]. In traditional English teaching, teachers pay more attention to the teaching of vocabulary, grammar and sentences. Because in the context of exam-oriented education, high school English teachers attach great importance to the test scores. The emphasis on writing teaching is not high. In the process of high school English learning, teachers rarely give students writing exercises because the class time is relatively short. Generally, they carry out surprise training before the exam, and let students recite templates and so on. In addition, some high school teachers do not realize that students should be the center when teaching in the classroom. Instead of allowing students to conduct independent exercises, students are constantly given the content of the analysis range and then allowed to record. This teaching method often only attaches importance to the framework of the paper but ignores the content. Such teaching method will make students' composition empty and rigid. In Li Ying's article, the teacher did not seriously comment and review the work written by the students, but made a summary evaluation of the form, and let the students refer to the sample writing[12]. Many teachers ignore the significance and status of writing, so that students should not get the correct guidance. They can not master the skills and methods of writing, thus losing their interest in writing. But there are also problems at the student level. In Jiang Haifeng's article mentioned that because students are affected by the expression forms of their mother tongue, when writing, many sentences are not in line with the expression habits of English, and there are also cases of word-for-word main sentences translated

into Chinese [11]. And low English vocabulary, students have no way to express their ideas in English, often appear words spelling mistakes, and so on and so forth, and the students in the process of writing does not take into account the composition of the substance content, don't write writing outline, think of what you write what, in the thesis that kind of logic is not strong and even some papers do not conform to the requirements of the writing. Part of the depth of learning in the process of learning English without reading accumulation. When writing do not know what to write, the content of the composition is not deep and wide. Therefore, teachers can ask students to expand their vocabulary and strengthen the drama teaching of grammar. There are also the score standards of the college entrance examination, targeted guidance for the students' writing process, and teachers also need to pay attention to. Comments on writing. So that students can know their own. Where are the weaknesses and then get students to significantly improve their writing skills.

## 6. Conclusion

This article mainly describes the problems that Chinese high school students encounter in learning English. This article is divided into four parts. They are listening, speaking, reading and writing. In general, the biggest problem for Chinese students is their lack of vocabulary. Lack of vocabulary causes them to be unable to understand the questions and write the answers in the listening; As a result, they are unable to use suitable words to describe what they want to describe in spoken English; As a result, they are not able to understand what the question is asking or understand what the text is saying; As a result, they cannot use advanced vocabulary to describe what they want to express in their writing. In listening, it is also important to improve students' listening skills. When students have good reading skills, they can use the skills to complete the questions. Asking them to do questions more efficiently also increased their accuracy. In oral English, students can listen to some English things, such as English movies and English books, so as to improve their vocabulary and learn what the local people say. In reading, teachers can change teaching methods to make students more willing to learn to read and make reading not boring. Finally, students can also read more English books while learning to write. You can learn advanced vocabulary to make your writing more fluent.

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