

A Research Design on Reading Strategies

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Abstract: Students' reading time is limited in class in high school English teaching, but the scores take up a big proportion in college entrance examination. In addition, parts of Reading Practice are added in the elective books of New Standard English for Senior High and have the features of long passages and many new words, increasing students' reading difficulties. As an English teacher in high school, the author deeply understands the students' confusion and thus conducts this research.

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1. Introduction

Based on the literature at home and abroad, the author has studied many theories related to reading theories. Then the author selects a class to study the application of reading strategies. The research focuses on the following questions:

- 1) In high school English reading, what are the problems in using reading students?
- 2) In high school English teaching, how to help students use reading strategies?
- 3) What are the influences of reading strategies on students' English reading?

During the research process, the author uses interview, questionnaire and reading ability test. By analyzing the research data, the following conclusions are obtained.

- 1) Most students have wrong reading concepts and think reading needs to understand every sentence. Lack of word amount is one of the biggest difficulties in reading,

but it is not the only factor. It's wrong to attribute all the reading difficulties to the new words.

- 2) The wrong reading concepts lead to the lack of reading strategy consciousness. Many students are used to reading from the very beginning to the end. The reading process doesn't need any strategies.

- 3) Teachers should guide students to develop reading strategies.

These factors cause low reading competence and low reading efficiency.

2. Two Parts of the Research

Based on the data analysis and the practical conditions, the author has divided the research into two parts. That is special classes for reading strategy and conventional reading class. The selected reading materials are parts of Reading Practice in elective textbooks.

In special reading classes, teachers introduce the com-

mon reading strategies for students and specifically show the application of strategies taking Reading Practice as reading materials. Besides, students are required to consolidate the reading strategies assisted by the corresponding practice materials. In the conventional reading classes, teachers guide students to use the corresponding reading strategies through all the teaching. Teachers help students know and use the reading strategies and improve the use consciousness by continuous practices.

After the research, the contractive analyses results indicate that students' score increases from 27.82 to 34.31, increasing by 23.3% after 16 weeks' research. While the score of the contrast class increases from 28.14 to 31.86, increasing by 13.2%. The conclusions are as follows:

1) The special classes for reading strategies can help students correct the wrong reading concepts and learn the basic reading strategies.

In special reading classes, students can learn the basic reading strategies After learning parts of Reading Practice, students can learn how to use these strategies. The after-class exercises can help students consolidate the strategies.

2) In conventional classes, teachers play a positive role in developing students' reading strategies, and students' reading competence can be improved a lot.

Conventional reading strategy guidance can not only learn the Reading Practice effectively but can save the teaching hours and help students know the strategies. Meanwhile, they can solve the problems of limited class hours and give students enough guidance.

3) Students are armed with the use awareness of reading strategies and can actively use the strategies during the reading process.

Before the research, students think that reading is based on the words. After the research, they have changed their mind. Sometimes there is no need to read the passage. Some new words won't impede the reading, and students can even guess the meaning of the new words. To get the passage's substances, students can find the topic sentences and pay attention to the first and the last sentence of the paragraph. These strategies can enhance students' reading competence.

4) The application of reading strategies increases students' confidence in reading and reduce their fear of difficulty.

After the research, students' reading competence has

been improved. They think reading strategies can help them solve the problems in the reading.

3. Effects of Special Classes

Above all, the combination of special classes for reading strategies and conventional classes can help high school students learn strategies, improve their reading competence and build their confidence in reading.

1) In high school English teaching, several special classes for reading strategies should be added to develop students' reading strategies.

Students can have the special classes in the second term of grade one. The class hour should be kept about 4 hours with one lesson a week. In the second of grade one, students have a certain vocabulary amount and reading foundation and can recognize the difficulties during the reading. The special classes for reading strategies can help a student learn the strategies and lay foundation for the following studies.

2) Teachers should emphasize the reading strategy guidance in daily teaching.

The daily teaching shouldn't only emphasize the knowledge points and grammars. It should guide students to learn reading strategies, which is effective to develop students' reading competence. In the initial stage, the teaching process may be slow, but the class efficiency will be improved a lot once the students have a good command of reading strategies.

3) Teachers should change their mind of emphasizing the theories and ignoring the practice.

The teaching strategies play a significant role in teaching practice. If students can grasp the strategies, their reading competence will be improved considerably. It is not a matter of improving the theories but improving the problem-solving abilities.

4. Conclusion

Based on the author's teaching practices, the research has some limitations.

1) The scope of research object choice is small.

In this paper, the research object is a class taught by the author. There are 64 students. Therefore, the experimental data are small, which may influence the data's authority to a certain degree. In addition, the students in the class have relatively high entrance scores and their English learning

motivation is strong. Therefore, the research results may only have a good effect for these objects.

2) The research period is short.

The research period is only 16 weeks. It is lack of long and constant research. Therefore, some problems may not occur in the short period.

3) The research strategies are not complete.

Due to the limited reading class hours, this research only studies some common reading strategies without involving all the strategies.

4) The range of reading material selection is small.

The reading materials are from Reading Practice of elective books. These materials have long passages and many new words. Therefore, the research focuses on the application of strategies in accordance with such materials.

5) During the research period, other English knowledge input may affect the accuracy of experimental results.

During the research, students will receive other English knowledge input, such as listening material reading in listening and speaking class, sample writing reading, growing vocabulary amount, changes of learning motivations and so on. These factors may affect the accuracy of results

to a certain degree. Although the contrast class has been set, the influences subject to these factors can't be eliminated completely.

The above shortcomings should be improved in the further researches.

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