Investigating Reading Strategies in the CET-6 Reading Comprehension Test for Chinese Non-English Major Students

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English IV, Spring 2011

D-essay in English Didactics

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Abstract

Although substantial research has been conducted into reading strategies, the difference between the reading strategies the students think they learn in class and the reading strategies the teacher considers she teaches is given little critical attention in the academic world. This study aims to investigate the relationship between non-English major students' application of seven reading strategies for the CET-6 test and the teacher's formal instruction in these with a view to improving teaching practices at university level.

A reading comprehension test and a questionnaire were given to 16 non-English major sophomore graduate students to establish what reading strategies are most and least utilized by students. A questionnaire was also presented to the teacher to ascertain what reading strategies she had taught. It is established that there are differences in the students' and the teacher's perceptions of what reading strategies have been taught and their suitability in the CET-6 reading comprehension text.

Key words: the CET-6 reading test, reading strategies, reading comprehension instruction.

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1. Introduction

For ESL learners, reading plays an important role in knowledge learning and language acquisition because reading is the only way to "become a good reader, develop a good writing style, an adequate vocabulary, advanced grammar", and the only way to "become a good speller" (Thanh 2010:2). Therefore, much research has been conducted into reading (e.g., Day & Bamford 1988; Grabe 1991; Krashen 2004).

Recently, there has been a shift in attention from a focus on the reading to an emphasis on determining the strategies that readers use in various reading contexts (Anderson 1991:460). According to Grabe, "reading is a strategic process" (2009:15). That is to say, reading is tactical, which indicates that readers are required to apply different kinds of reading strategies effectively when reading materials. Readers are asked to be strategic readers.

Furthermore, studies related to applied linguistics and reading consistently demonstrate a close relation between reading proficiency and academic success from the primary school to university level (Pretorius 2000:35). As a result, teachers introduce reading strategies to students in order to prepare them well for passing the tests or even obtaining higher scores in the tests because the use of reading strategies is regarded as an important factor for assessing the students' reading proficiency.

Hence, much research has been conducted to investigate and identify effectiveness of reading strategies skilled readers apply to texts when reading them (e.g., Yan 2003; Meng 2004; Xia 2006; Ma & Lin 2007). Also, researchers (e.g., Leon & Carretero 1995, Bornholt 2002; Keer & Verhaeghe 2005; Ikeda & Takeuchi 2006) have made studies of strategy training for ESL learners. Among these studies, the conception that the difference in the students' and the teacher's perceptions of what reading strategies is given little critical attention.

2. Aim

The current research project aims to identify differences between non-English major students'

application of reading strategies for the CET-6 test and the teacher's formal instruction in these with a view to improving teaching practices at university level. It is to investigate (1) what reading strategies are most and least utilized by non-English major sophomore graduate students in the CET-6 reading comprehension test; (2) what reading strategies the teacher believes she has taught; (3) whether there is a difference in the students' and the teacher's perceptions of what reading strategies have been taught and their suitability in the CET-6 reading comprehension text.

3. Material and Methods

Two questionnaires were used, one for students and the other for their teacher. Also, the project includes a reading comprehension test randomly selected from the test collection of CET-6. The data collected from the teacher and the students were analyzed quantitatively and qualitatively to show what reading skills students have acquired and what reading skills the teacher thinks herself teaching.

3.1 Participants

16 non-English major sophomore graduate students from a Chinese university participated in the current research project. Six are males and ten, females; all were approximately 24 years old. They have learned English for more than 10 years since they were 14 years old. At college, they have taken English intensive reading courses and extensive reading courses every week, which demonstrates that they have already been exposed to some reading strategies from their teacher in class.

The participants were randomly selected from the class. It was beneficial for students to take part in the current research project because they are to take part in CET-6 soon. In the project, it is helpful for them to improve their reading skills, and therefore they took part in the project with a positive attitude, which enables the project to be far more accurate.

In addition, the current research project also includes an English teacher who has taught English reading courses for two years, which makes the study more reliable. She is willing to

participate in this research for two main reasons. Firstly, the project sounds interesting. She has not ever considered that there is difference between the students' and the teacher's perceptions of what reading strategies have been taught. Secondly, she can know better what her students really learn from her through this project in order to improve her teaching.

3.2 Reading comprehension test

The participants were asked to read one passage that was followed by questions or unfinished statements. The passage was chosen randomly from the latest model example of the CET-6 reading comprehension test, which assured that few participants had ever read this passage before; this is in accordance with the idea that one should "not use texts that students have already read (or even close approximations to them)" (Hughes 2011:143). As suggested, it is believed that the test is valid and reliable without reading the same texts.

Following each of these questions, there are four alternative answers marked A, B, C and D. The students must choose the best answer from the four suggested answers. That is to say, students must apply varieties of reading strategies they have learned in class when answering these questions.

In addition, the length of the passage is 500 words. It is also a vital factor for selecting the text as it should be "of appropriate length" (Hughes 2011:142). The chosen text is related to racial discrimination and the time limit is seven minutes. The total score is 10 marks, with two points for each choice. All of these are well compatible with the new CET-6 test syllabus (2006) which will be introduced in detail in the latter part of the theoretical background.

3.3 Questionnaires

As mentioned above, there are two questionnaires in the project; one is for the English teacher and the other is for students. According to Teddlie, the questionnaire is an excellent way to identify the participants' "attitudes, beliefs, and feelings toward a topic of interest" (Teddlie & Tashakkori 2009:232). Additionally, it is also a more efficient method than face-to-face interviews.

For the students' questionnaires, Questionnaire 1 (see Appendix 2) is for 16 college students whose majors are not English. The questionnaire consists of two parts. One part is a list of reading strategies and the other three features questions related to reading strategies. This questionnaire is shaped on the basis of the questionnaire designed by Xia Yan (2011). She uses a checklist of reading strategies to explain how students apply reading processing strategies and how they solve their difficulties in reading texts in the tests. The reason for adopting her questionnaire is that not only it involves the same subject as the current research project but also refers to Cohen's (1998) list of reading processing strategies and Nevo's (1989) list of multiple choice strategies, which are more authoritative lists of reading strategies to investigate this topic in the field.

To be more specific, in the first part the students were required to express their opinions according to a five-point scale, ranging from "strongly disagree" (1) to "strongly agree" (5). At the same time, the students were asked to complete the list on the ground of their former experience in the reading comprehension test (see Appendix 1). According to Xia Yan's reading strategies checklist, there are only four choices originally. Here, the research changes them into five-point scale in order to make the result more accurate. In the second part of this questionnaire, there are three short questions about reading strategies for students to answer. These questions are selected from Chen Caihong's study (2007) named An Experimental Study of Reading Strategies Investigation and Reading Strategies Training of Senior High School Students. These two parts in the questionnaire are beneficial to demonstrate what reading strategies the students think they really learn from their English teacher in class.

For the teacher's questionnaire, Questionnaire 2 (see Appendix 3) is for the teacher who teaches reading strategies in the reading course. The questionnaire comprises six questions about teaching reading strategies in class. These questions are chosen from Zhou Ying's (2011) interview questions for teachers. However, some modifications have also been made to the questionnaire because she conducts a research into the reading comprehension task in the IELTS in China. After answering the questions, the questionnaire shows what reading strategies the teacher perceives she teaches in class.

3.4 Procedures

The investigation followed specific stages. In the first stage, the questionnaire for the teacher was sent to her via e-mail. She was required to complete the questionnaire in line with her teaching. After finishing the questionnaire, the teacher sent it back via e-mail. The questionnaire showed what reading strategies the teacher considered that she had taught her students.

In the second stage, the students' reading comprehension test and the questionnaire were sent to them via email. The students were requested to finish reading the text and choose the best answers to the questions in seven minutes. Having completed the test, the students were asked to fill in the questionnaire about their previous experience of the reading comprehension test. The answers to the questionnaire and the reading comprehension test were also sent back via email. After that, every student's reading comprehension test was graded in accordance with the suggested answers provided by the model example test for CET-6. The result was presented in the table. According to the percentage of the students giving a particular response to the questions, the reading strategies the students probably utilized were analyzed in line with Ikeda and Takeuchi's seven types of reading strategies. Also, the reasons for choosing wrong answers to the questions were discussed.

Additionally, the answers to the questionnaire were classified into seven groups according to Ikeda and Takeuchi's definition. These seven sorts of reading strategies will be shown in the theoretical background in detail. Among these seven types of reading strategies, the frequency of each reading strategy employed by the participants was analyzed on the basis of Oxford's frequency scale (1990).

Table 1: Oxford's frequency scale (1990)

Mean score	Frequency scale	Evaluation
1.0-1.4	Low	Never or almost never used
1.5-2.4		Generally not used

2.5-3.4	Medium	Sometimes used
3.5-4.4	High	Usually used
4.5-5.0		Always or almost always used

As shown in the Table 1, the mean score indicates the frequency of using reading strategies. The mean between 1.0 and 2.4 demonstrates "low" frequency. Furthermore, the mean between 1.0 and 1.4 reveals the reading strategy is "never or almost never used". The mean between 1.5 and 2.4 reveals the reading strategy is "generally not used". Comparatively, the mean between 3.5 and 5.0 demonstrates "high" frequency. The mean between 3.5 and 4.4 reveals the reading strategy is "usually used", and the mean between 4.5 and 5.0 reveals the reading strategy is "always or almost always used". Moreover, the mean between 2.5 and 3.4 demonstrates "medium" frequency. That is to say, the mean reveals the reading strategy is "sometimes used".

In this manner, the results of the students' questionnaires show what reading strategies are most and least utilized by students. Furthermore, based on the students' reading comprehension tests and questionnaires, the results demonstrate the students' perception of what reading strategies had been taught.

In the third stage, compared with the results of the students' tests and questionnaires, the teacher's questionnaire was examined in order to figure out whether there are differences in the students' and the teacher's perceptions of what reading strategies have been taught.

4. Theoretical Background

In this chapter, the notion of reading strategies will be discussed in detail, ranging from reading strategy theories to reading strategies in the CET-6 test. Also, it introduces previous research on reading strategies both in China and in western countries. Finally, it presents the Ikeda and Takeuchi's theory of reading strategy applied in the current research project.

4.1 Reading strategy theories

This section focuses on reading strategies. The definition of "reading strategy" will be introduced at first, and then the general requirement for reading strategies used in the CET-6 test will also be discussed.

4.1.1 Definition of reading strategy

In order to understand the term "reading strategy" better, it is essential to start from the definition of reading strategies. However, reading researchers have not reached a consensus on the definition of reading strategy so far. There are only some representative definitions among current studies shown below.

Historically, the definition of reading strategy traced back to the 1980s. Earlier in 1982, Langer defines a reading strategy as "a kind of static and passive resource or skill which can be used by readers" (1982:39). In 1987, on the ground of Chamot's et al. (1987) broader definition of learning strategies as "techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information" (qtd. Hu 2007:12), David Pearson and his colleagues suggest that reading strategies are "conscious and flexible plans that readers apply and adapt to a variety of texts and tasks" (1992:145). All of the above definitions play a basic role in identifying reading strategies in the subsequent research.

Afterward, the notion of the reading strategies was defined by the researchers from the various angles. For example, N. J. Anderson describes strategies from the perspective of cognition as "deliberate, cognitive steps that learners can take to assist in acquiring, storing, and retrieving new information" (1991:460). In a more recent study, Sheorey and Mokhtari (2001) distinguish reading strategies as "deliberate, conscious procedures used by readers to enhance text comprehension" (qtd. Hu 2007:12). Additionally, Cohen (1998) considers that reading strategy is a psychological process and used by the reader consciously when reading. According to their definitions, reading strategies have close relationship with reading achievements.

As mentioned above, there are a number of definitions of reading strategy made by scholars from different perspectives. Although there is no agreement on its definition, most of the definitions still reveal some common characteristics of reading strategies confirmed by researchers such as conscious, deliberate and goal-oriented. In this case, reading strategy can be broadly considered as a conscious process performed by readers so as to decode and comprehend reading tasks effectively and efficiently.

4.1.2 Reading strategies in the CET-6 test

In China, there is a strong focus on taking tests. Chinese students must pass thousands of tests; one such test is the CET-6 test standing for College English Test Band Six. It is obligatory for college students who do not major in English to pass this exam and perform well in it. As the reading comprehensions occupy rather more scores in the test, some reading courses are actually designed for passing the exam in particular. Therefore, it is necessary to begin with the format and content of reading comprehension in the test in this section. Also, the reading strategies acquired in the test will be discussed.

The CET-6 test was remodeled in 2005. Several changes were made in the test. The reading comprehension section was one of those to be changed, which demonstrates its importance in the test. The section called skimming and scanning was added to the CET-6 test.

In the CET-6 test, there are four parts: listening comprehension, reading comprehension, error correction or cloze, writing and translation. Here, the focus is on reading comprehension. This can be divided into two parts: reading in depth, and skimming and scanning. The percentage of the reading comprehension tests in the CET-6 test is 35%, in which reading in depth accounts for 25%, and skimming and scanning account for 10%. The time allowed is forty minutes. The aim of this part is to test students' ability to extract information from written materials by reading.

Candidates read three short passages. Two of these are tested using multiple choices. These two passages contain around 400-450 words in total. Another passage comprises either a

banked cloze or short-answer questions. In the case of a banked cloze, there are 250-300 words. For the short answer option there are 400-450 words. This kind of form is designed to measure students' different levels of reading comprehension ability such as understanding the general idea and important details, analyzing overall text and guessing the meaning of words from the context. There are several questions accompanying each passage. Testees must choose the best answer from four options as their understanding of the text dictates.

When it comes to a banked cloze, testees are asked to understand and utilize words in context. They must read a short passage in which a few words are missing, and then choose appropriate words from the options in order to complete the passage. What is more, the passage of short answer questions is followed by some questions that demand that testees answer questions in brief in terms of the understanding of the articles. Therefore, the answer is usually asked to be completed in less than ten words.

In addition, for the skimming and scanning section of the test, there are one or two longer passages, or even shorter passages. The total length of this part is 1200 words. Testees extract information from the passages with the aid of skimming and scanning. Skimming refers to the ability of understanding the general or central idea of the articles. The speed of reading is suggested to be at 120 words per minute. In addition, scanning refers to the ability of locating certain information by varieties of clues in the texts such as numbers, capital letters, and the first word in the sentence or in the paragraph. The types of the test in this part contain the judgment of "Yes", "No" and "Not Given", filling blanks as well as completing sentences with the information given in the passage.

Furthermore, the material for reading in the test is selective. According to the syllabus for CET-6, all the materials come from original English materials, including dialogues in daily life, lectures, TV programs, magazines, newspapers, books, journals and so forth (The Examinations Board of CET-4 and CET-6 2007:7).

Additionally, these materials are chosen in accordance with several principles. First of all, the

subjects of the materials are extensive, including social science, natural science and so on. Students are supposed to be familiar with the background of these fields. Secondly, the types of literature are various, such as narration, expository prose, argumentation and so forth. Thirdly, the difficulty of the material for reading in depth is well situated while the materials for skimming and scanning are much easier. Finally, the students are asked to have a good command of the words appearing in the tests. Otherwise, the word will be explained in English or Chinese if it is a key word or a new word in the tests.

4.1.3 Reading strategies tested in the CET-6 test

As already established, the reading comprehension in the CET-6 test aims at measuring students' abilities to acquire information by reading. These abilities incorporate understanding the general idea, the important details of the text, the implied meanings and identifying the narrator's attitude and viewpoint.

According to the CET-6 syllabus, the required reading skills in the test can be grouped into three categories (The Examinations Board of CET-4 and CET-6 2007:8-9). The two most important reading skills are to judge and understand the central idea or theme of the text and important details. That is to say, testees must have a good command of the concepts expressed directly and explicitly from the introduction, conclusion, sentence and inference as well in the passages. For instance, every sentence has its own function in the context of reading passages. Some of them target at requesting and others of them lie in demanding and etc. In this way, testees find it easier to work out the sentences that summarize the whole text so as to get the main idea of the passages and authors' idea and attitudes correctly.

Secondly, testees need certain language skills when deciphering test passages. According to the CET-6 syllabus, these skills include guessing the meaning of words and phrases from the context, judging the type of the sentence, e.g. cause, effect, purpose etc. so as to know the relationships between one sentence and another, and understanding the whole paragraphs through the function of words in the passage (The Examinations Board of CET-4 and CET-6 2007:9).

Last but not least, testees are also required to utilize special reading strategies. For example, skimming and scanning are the two most important reading strategies. Skimming, according to Hughes, enables testees to "obtain main ideas and discourse topic quickly and efficiently; establish quickly the structure of a text; decide the relevance of a text (or part of a text) to their needs" (2011:138). Similarly, scanning passages enables testees to quickly find "specific words or phrases; figures, percentages; specific items in an index; specific names in a bibliography or a set of references" (Hughes 2011:138).

In addition, there is the time pressure factor, which is particularly acute in reading tasks. Because the CET-6 is the highest level of the CET serial tests, the reading component is more difficult than in the other CET tests. As a result, the time pressure is greatest in the CET-6 test. In the reading in depth section, testees must read popular magazines and newspapers from English-speaking countries, reading at a speed of 70 words per minute. Similarly, for the skimming and scanning components of the test, CET-6 testees must read longer passages at a speed of 120 words per minute.

4.2 Previous research on reading strategy instruction

In the past thirty years or so, a great number of studies have been conducted on reading strategy instruction both in China and in the west. In this section, selected studies are addressed in relation to praxis in China and in the west.

4.2.1 Previous research on reading strategy instruction in China

In China, the research on reading strategy instruction is at a preliminary stage as Chinese researchers have only just begun being interested in the area (Zeng 2008:88). The following part discusses Chinese studies from 2003 to 2007. The reason why these studies are selected is that they constitute not only the latest major research on this topic in China, but because they have also had considerable influence on the development of Chinese research on reading strategy instruction. However, most of them focus on the effectiveness of reading strategy instruction for reading ability.

First of all, Yan Hong, from Changsha University of Electric Power, conducted a research to investigate the influence of strategy training on college students' reading comprehension in 2003. Yan's study involved 60 freshmen students. They were taught seven strategies according to Oxford's strategies in second language acquisition. These seven strategies are (1) Highlighting. That is to say, readers pay attention to the useful information in the text by marking notes. (2) Guessing. Readers guess the meanings of words from the context and clues in the passage. (3) Elaborating/ associating. Readers make associations in line with the acquired fact. (4) Monitoring. Readers assess and adjust themselves to the understanding of reading. (5) Looking for the topic sentences. (6) Predicting. Readers predict the content of the passage. (7) Understanding the structure of the passage (Yan 2003:123).

After that, they were tested using the CET tests. The major contribution of Yan's study is that it "gives a true picture of teaching foreign languages based on strategy and its experimental application in language teaching" (Yan 2003:125). Yan's study demonstrates that strategy training can promote students' reading comprehension. Also, it points out that students should be taught and have a good command of basic language knowledge because the strategy training is based on the foreign language proficiency (Yan 2003:125).

In 2004, Meng Yue studied the influence of reading strategy training on college students' reading ability. She adopted Urquhart and Weir's (1998) four reading strategies—skimming, scanning, making global inferences and making lexical inferences—to investigate 84 English major students by means of a reading comprehension test and a questionnaire. The reading comprehension test was selected from CET tests and the questionnaire utilized a five-point scale.

There are four major findings of Meng Yue's study: (1) Strategy training is effective to enhance EFL college students' overall reading proficiency and reading rate; (2) Strategy training has different effect on students' four reading abilities. To be more specific, strategy training has a significant effect on the improvement of students' abilities to grasp main ideas and to make global and lexical inferences from both given passages and knowledge of the

world; however, it cannot be demonstrated that it improves students' ability to extract detailed information from the texts. (3) Strategy training also enhances students' reading fluency. That is to say, students' reading speed is faster than previously. (4) A questionnaire reveals that students have a positive attitude toward the training and the four strategies, indicating that such training activities are relatively safe to use in Chinese EFL college reading classrooms (Meng 2004:27). What is more, the research demonstrates the educational value of reading strategy training in teaching foreign language in the classroom (Meng 2004:27).

In 2006, Xia Zhanghong conducted research on 145 non-English major freshmen students from a Senior Vocational School and their performance in a reading comprehension test, their comments in a questionnaire and in an interview. The students were taught six reading strategies in a direct reading strategy instruction for 450 minutes. The result shows students can understand five reading strategies with the exception of composite inference. The strategy training may improve students' composite reading proficiency (Xia 2006:17). In addition, Xia's study reveals that students do not have an identical attitude towards strategy training.

Moreover, Xia's study indicates that it is practical to practice reading strategy training in class. In this case, it is at least practical for the teaching in Senior Vocational School. Secondly, unconscious strategy training also works, which indicates that strategy training can be applied in daily life and it can last for a long time. Last but not least, some adjustments can be made by the teacher while teaching different strategies to adapt these to students' needs. To be more specific, students learn nothing with inappropriate attitude or motivation.

Finally, Ma Hong and Lin Jianqiang's study on fast reading strategy training is worthy of note. The study aims to establish whether direct fast reading strategy training is effective and which method of training is better, the direct or the indirect way. 92 sophomore students were studied using a reading comprehension test and interview according to O'Malley and Chamot's theory of learning strategies. The reading comprehension test was selected from a CET test. Unlike the above-mentioned studies, Ma Hong and Lin Jianqiang's study divided students into two groups—a higher proficiency group and a lower proficiency group.

Ma and Lin's study reveals that trainees' fast reading proficiency has been improved after strategy training. Also, it suggests that the accuracy of reading comprehension decreases while the speed of reading increases, which is less meaningful for the reading comprehension test (Ma & Lin 2007:143).

Ma and Lin's study makes two important contributions to the research on reading strategy instruction. Firstly, their study proves what Cohen and other linguists' theory that learners are beginning to realize the importance of reading strategies. Learners try to apply proper reading strategies to varieties of reading tasks. Secondly, their study supports other Chinese EFL researchers' findings including those of Cheng Bing, who is a well-known EFL researcher in China (Ma & Lin 2007:143). To be more specific, students can achieve higher scores with the aid of fast reading instruction. In comparison, those who are not trained in reading strategies cannot achieve as high marks as students who are trained. In addition, their study demonstrates that fast reading strategies can be taught, which indicates that the teacher's role has changed. The teacher is not a leader in class. Instead, he or she is a guide and advisor (Ma & Lin 2007:143).

4.2.2 Previous research on reading strategy instruction in the west

Since the 1980s, researchers have been convinced that strategy-oriented instruction helps to improve students' reading proficiency (Souvignier & Mokhlesgerami 2006:57). As a result, foreign researchers try to place importance on reading strategy instruction. There are four types of research on the reading strategy instruction: the method of the reading strategy instruction, the content of the reading strategy instruction, the factors of trainees and the factors of trainers respectively.

Research on the method of the reading strategy instruction addresses the style applied by trainers when they instruct reading strategies. That is to say, trainers or teachers are able to teach reading strategies in a direct and explicit way. Additionally, the reading strategies can be taught in the normal classrooms or through computers.

Research suggests that reading strategies are better taught in a direct and explicit way than an indirect one (Souvignier & Mokhlesgerami 2006:58). Leon and Carretero both focus their research on the method of reading strategy instruction. In 1995, they conducted an empirical study on the strategy application of using a direct instruction programme to understand text structure (Leon & Carretero 1995:203-220). Two experiments were conducted. The first tried to show whether the knowledge of text structure was teachable in a direct way, i.e. whether strategy instruction can improve readers' understanding of a text, whether the progress of reading comprehension is sustainable, and whether both high-proficiency readers and low-proficiency readers can benefit from the direct method.

The result of the Leon and Carretero's study suggests that the experimental group performs better than the control group not only in reading comprehension but also in memorizing the information of the text. There is a significant difference between the experimental group and the control group. The readers' reading strategies can be improved by the direct instruction programme. The first experiment also demonstrates that the direct instruction programme is more helpful to high-proficiency readers in comparison with low-proficiency readers (Zeng 2008:88).

For the second experiment, Leon and Carretero supposed that the readers can apply the reading strategy of the text structure in the experiment to varieties of text structures. The result of the experiment proves this hypothesis (Zeng 2008:88).

When it comes to the content of reading strategy instruction, people often take it for granted that it consists of how to understand reading strategies such as their definition and classification, when to apply reading strategies, and how to self-assess the usage of reading strategies as well. With respect to the content of reading strategy instruction, different researchers put various emphasis on their studies as a result of the disagreement on the definition of reading strategies.

Among them, Bornholt's research on task-taking strategy deserves our concern. According to

Bornholt, the task-taking strategy refers to the characteristics of the style performed by students in order to complete the tests (2002:85). There are four aspects of observing their behaviors. Firstly, it is procedural initiative, which means to observe students how to complete the task after the test papers are handed out. Secondly, it is the sequence of students' answering the questions. That is to say, students start to read articles and then answer the questions or they start to read questions and then read articles. Thirdly, it is task involvement. And the fourth is their pace or time for answering the questions (Bornholt 2002:85).

Bornholt's study aims at enhancing students' understanding of the task-taking strategy through being enlightened by teachers, mutual discussions between one student and another, and making an assessment of themselves and other students. Eventually, Bornholt's study demonstrates that those who do not utilize the task-taking strategy can get a higher score in the test by applying the task-taking strategy. However, for those who have already used the task-taking strategy, there is no influence on their scores by utilizing the task-taking strategy (Bornholt 2002:93).

The third aspect of research on reading strategy instruction is the factors of teachers. Students' cognition of reading strategies, attitudes and instructive methods all have a great influence on the training of reading strategies. In this case, H.V. Keer and J. P. Verhaeghe did a relative research on the difference between teachers' experiences and student outcomes of reading comprehension instruction made by different teacher development programs.

In Keer and Verhaeghe's study, they compared two groups of teachers that compared "a year-round intensive coaching of teachers (35h) with a restricted in-service course (13h), designed on the basis of research-based components of effective professional development of teachers" (2005:543). These two methods share the fact that teachers are all provided with manual books on how to implement reading strategies instruction. However, the difference lies in the fact that one method lasts for nearly a term, 35 hours in total, involving training teachers by watching videos and organizing meetings to discuss while the other one only lasts for 13 hours with a restricted in-service course. As a result, these two methods result in the

difference of the trainers in reading comprehension instruction.

The finding of Keer and Verhaeghe's study is that the both methods are positive to affect students' "reading comprehension, reading fluency, use of reading strategies, and self-efficacy perceptions towards reading from pre- to post- and retention test" (Keer & Verhaeghe 2005:557). The result strongly supports the assumption that student outcomes are similar to the intensive year-round coaching as well as the restricted in-service teacher development course. (Keer & Verhaeghe 2005:557) Moreover, there is a significant point of difference in their study, that is, "teachers attending the restricted in-service course experienced more workload…" (Keer & Verhaeghe 2005:558)

Last but not least, referring to the factors of students it is not hard to consider that different students will have various results of training reading strategies, even though they take part in the same training of reading strategies. Therefore, it is essential to study the factors of students.

For this factor, two names must be mentioned here: Ikeda and Takeuchi. They discussed the influence of readers' English proficiency levels on the results of reading strategies instruction in detail. Their research (2006) reveals that there are six prominent differences between a higher proficiency group and a lower proficiency group when they learn EFL reading strategies. Also, some suggestions for pedagogy are made at the end of the study.

Moreover, in the study, Ikeda and Takeuchi also made a contribution to the content of the reading strategy instruction. Among varieties of reading strategies, seven types of reading strategies are selected to their study. These reading strategies target at understanding the text from sentences to the discourse. The details of their study are explained thoroughly in the next section.

4.3 The theory of reading strategy in the current research project

As mentioned above, Ikeda and Takeuchi's theory of reading strategy instruction is introduced

in detail in this section.

In 2006, 37 Japanese female college students who were non-English majors in a Japanese university were investigated by Ikeda and Takeuchi so as to figure out "the differences in the process of learning reading strategies by EFL learners whose English proficiency levels differ" (Ikeda & Takeuchi 2006:384). They were also in their second year and learned EFL. At the end, 10 of them were analyzed in detail.

For eight weeks, their instructor taught them seven strategies in order. Except the last week, which was for reviewing, students were taught one reading strategy each week. These seven strategies were (1) Parsing sentences, by putting slashes into sense units to grasp the main components of each sentence easily; (2) Guessing unfamiliar words from the context; (3) Identifying and skimming the topic sentence in each paragraph to understand the outline of a passage; (4) Using key words in the title and the questions attached to understand the outline of a passage; (5) Using visual aids to understand the outline of a passage; (6) Paying attention to discourse markers, e.g., "however", "while", "then", "first", to comprehend a passage more effectively; (7) Effectively summarizing each paragraph after reading (Ikeda and Takeuchi 2006:387).

After eight weeks, the participants were asked to do a cloze test and in-class review quiz to find out the differences between EFL learners at a higher proficiency level and those at a lower level. The data were analyzed by Kawakita Jiro's (1986) method. After that, the ten students were classified into two groups—a higher proficiency group and a lower proficiency group.

The result of Ikeda and Takuchi's research reveals that there are six notable differences for the levels of language affecting readers' application of reading strategies. The six differences are amount of descriptions, understanding of purpose and merit of each strategy use, understanding of conditions in which each strategy is used effectively, understanding of combined use of strategies, understanding of timing for evaluating efficacy of strategy use,

and last but not least, understanding of method for evaluating efficacy of strategy use as well (Ikeda & Takuchi 2006:388). The major findings of the study are presented in detail.

Table 2: Major findings: differences between the two groups

Major finding	Higher proficiency group	Lower proficiency group
Amount of descriptions	-Report on more than one strategy use in one portfolio entry -Write a lot with details	-Report on a single strategy use in one portfolio entry -Write only a little with few details
Understanding of purpose and merit of each strategy use	-Understand the purpose and the merit of each strategy use -Use strategies for the sake of reading a passage	-Do not well understand the purpose and the merit of each strategy use -Read a passage for the sake of using the strategies taught
Understanding of conditions in which each strategy is used effectively	-Understand the condition in which a certain strategy can be used effectively	-Do not well understand the condition in which a certain strategy can be used effectively
Understanding of combined use of strategies	-Consider combined use of more than one strategy	-Do not use more than one strategy in an orchestrated way
Understanding of timing for evaluating efficacy of strategy use	-Do not evaluate efficacy based on one-time use of a strategy -Try again to use the same strategy even after an unsuccessful attempt to use	-Evaluate efficacy based on one-time use of a strategy -Continue using a small number of favorite strategies only
Understanding of method for evaluating efficacy of strategy use	-Evaluate the efficacy of strategy use by confirming the understanding attained through the use of the strategy	-Evaluate the efficacy of strategy use without confirming the understanding attained through the use of the strategy

According to these six distinguished differences, they make a contribution to the pedagogy. In strategy instruction, concrete examples are also effective for the lower proficiency group. In addition, students can be taught to check the degree of comprehension, combine one strategy with an other one and apply the same strategies in a various way to different situations (Ikeda & Takeuchi 2006:393).

Similarly, on the basis of the result of Ikeda and Takeuchi's study, the current research project tries to identify the seven types of reading strategy at first and then find out whether there is a difference between the reading strategies that the instructor has taught her students and the

reading strategies that the students have learned from their instructor.

However, there are several changes in the current research project because of different aims. One of the most prominent differences is the method. The investigation of the project consists of a reading comprehension test instead of a cloze test in Ikeda and Takeuchi's study. The reason for this change is that students' reading strategies and reading ability can be better tested in a reading comprehension test. According to Hughes, "[t]he more usual varieties of cloze and the C-Test technique have been omitted because, while they obviously involve reading to quite a high degree, it is not clear that reading ability is all that they measure." (2011:153) Therefore, this little change can make the study more accurate and reliable.

Another difference is that the idea of the teacher has been added to the investigation. Ikeda and Takeuchi's study emphasizes the difference of English proficiency levels of students. However, in the current research project, the teacher also took part in the investigation. The teacher was not only required to complete the questionnaire, but also to make reflection on the results of students' reading comprehension test and questionnaire.

Additionally, there is difference in the analytical method. To be more specific, the KJ method was applied to analyze the data collected from Ikeda and Takeuchi's investigation. With respect to the KJ method, it was developed by a Japanese anthropologist, Jiro Kawakita. The method means to careful read and code connected events which are sorted into separate groups. As mentioned above, the current research project utilized Oxford's frequency scale instead. The first reason is that the participants in the current research project were not divided into a lower proficiency group and a higher proficiency group like Ikeda and Takeuchi's study. Therefore, there is no connected events in the current research project. The second reason is because of different methods. There are less open questions in the current research project than Ikeda and Takeuchi's study. The data collected from the current project are more quantitive than Ikeda and Takeuchi's study. Therefore, it is easier to calculate the mean score of the data and present the data in a quantitive way. In this case, Oxford's frequency scale is more favorable.

In summary, previous studies have been reviewed. They provide a strong basis of Ikeda and Takeuchi's theory of reading strategy instruction and the current research project. The following section presents the data collected from the reading comprehension test and questionnaires and analyzes them in detail.

5. Analysis and Discussion

In this section, the data collected from the reading comprehension test and two questionnaires are analyzed in three stages. Firstly, it presents an overview of students' utilizing reading strategies in accordance with the results of the reading comprehension test. Then, the second part illustrates the specific reading strategies applied by the students in line with the results of the reading comprehension test and questionnaire. In addition, the teacher's questionnaire is analyzed to show the teacher's notion of reading strategies and her responses to the questionnaire. Finally, the results of the students' questionnaires and tests, and the teacher's questionnaires are discussed and some pedagogical implications are also provided in this section.

5.1 Analysis of the results of the reading comprehension test

This part starts with introducing the reading strategies tested in the test in accordance with the theoretical background as above. Then, it comes to the data collected from the reading comprehension test.

5.1.1 The characteristics of the reading comprehension test

The reading comprehension test (see Appendix 1) was randomly selected from the test collection of CET-6. The passage comprises a story set in a drugstore; the subject is thus familiar to the students. The passage contains 412 words together and there is no new words. The time limit was seven minutes, requiring a reading speed of 70 words per minute. The test passage complies with the standards and requirements specified in the CET-6 syllabus.

After reading the passage, students must answer five questions in total. Students were required to apply at least one of the reading strategies to answer the questions. Table 3

illustrates the questions asked in the test.

Table 3: Reading comprehension test questions

No. of question	Specific question
1	"Color bar" in the first paragraph comes closest in meaning to_____.
2	The Writer at the time of the story was_____.
3	The manager of the drugstore shouted at the writer in a bastard language because_____.
4	In the third paragraph, "he was one of the old school" means_____.
5	Why didn't the writer wait at the window of the drugstore like other black Africans?

The first question, relating to "color bar", is easy to answer with the aid of context. It thus requires that students apply such reading strategies as paying attention to words in quotes, guessing unfamiliar words from the context and using key words in the attached question.

Question 2 addresses the narrator's identity. There is no direct or answer to the question in the passage. Instead, there are two clues—"Many of the schoolboys in my class followed me to the store and waited outside to see what would happen when I went in." and "[h]ere is Mr. Kaunda who is a responsible member of the Urban Advisory Council, and you treat him like a common servant."—for this question to infer the writer's identity (Appendix 1). In other words, students can only answer the question after reading the whole passage. Therefore, students needed to utilize such reading strategies as paying attention to capitalized words, identifying, skimming, finding topic sentences and summarizing each paragraph.

With respect to Question 3, students must be able to skim and scan. Once they have identified the obvious capitalized words such as "English", "Europeans" and "Africans", they can easily find the answer (at the beginning of the second paragraph). Apart from skimming and scanning, students also needed to use such reading strategies as paying attention to capitalized words, looking for main ideas, finding topic sentences, use the process of elimination and summarizing each paragraph.

As for Question 4, students needed to locate the answer in the third paragraph in accordance with the question. Similarly, the word "old school" has quotation marks not only in the question, but also in the third paragraph. That is to say, students are able to use key words in the question to figure out the answer in the passage. At the same time, there is also a discourse marker "however" after the word "old school". Students should pay attention to such discourse markers as "however", "while", "then" and "first".

Last but not the least, the final question, Question 5 does not correspond to its position in the passage itself. Normally, questions in the CET-6 test occur in the order in which the relevant information appears in the text. Therefore, students must answer Question 5 when they finished reading the whole passage. They must apply such reading strategies as finding topic sentences, looking for main ideas, paying attention to capitalized words, using the process of elimination, making a "guess" and summarizing each paragraph.

5.1.2 Data from the reading comprehension test

A total of 16 non-English major college students took part in the reading comprehension part of the CET-6 test discussed here. Six are male and ten are female. The results are presented below.

Table 4: The students' response to the reading comprehension test

No. of question	1				2				3				4				5			
Items	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
N (n)	0	16	0	0	7	0	9	0	0	1	15	0	15	0	1	0	0	0	0	16
P (%)	0	100	0	0	43.75	0	56.25	0	0	6.25	93.75	0	93.75	0	6.25	0	0	0	0	100

N (n) refers to number the students who chose a particular item, and P (%) is the percentage of the students giving a particular response. These abbreviations also apply to the tables that follow.

As shown in Table 4, students provided the same correct answers to Question 1 and 5. However, the answers to Question 2, 3 and 4 vary considerably; this is particularly true of

Question 2. It can be seen that 56.25% students, over half, have given the wrong answer to Question 2. Even more interesting, none of the students chose B or D; instead, they chose C and A. As item A is the correct answer to Question 2, that is to say, students were mostly confused by the description of item C. Also, it suggests that item B and D can be clearly identified as incorrect answers by students.

The difference between A and C in Question 2 is that A states that the narrator is a school teacher while C claims that he or she is just a friend of Europeans. The reasons for the confusion can be classified into two groups. On the one hand, students applied incorrect reading strategies. On account of two clues in the passage mentioned as above, they indicate the correct answer to Question 2 is item A. One of the clues appears at the end of the first paragraph "[m]any of the schoolboys in my class…" and the other one appears in the latter part of the third paragraph "a responsible member of the Urban Advisory Council" (Appendix 1). As a result, students could note the two clues as they utilized the correct reading strategies. Comparatively, those who gave a wrong answer to Question 2 probably applied incorrect reading strategies so that they did not note these two clues.

On the other hand, the second reason for the confusion was possibly caused by other factors in addition to the reason that they did not know which reading strategies should be applied. Possible reasons include carelessness, misunderstanding of the meaning of the question, the sentence or the passage. In the passage, it does mention that the writer has a friend who is the District Officer at the beginning of the third paragraph "however, I saw a young District Officer who was a friend of mine" (Appendix 1). However, with extra care, it is not difficult to discover the clue indicating that the young District Officer is a European. It is possible that the young District Officer is either a European or a black person. Instead, the text merely mentions that he is a friend of the writer, which is not as the same as the fact item C says "a friend of Europeans" (Appendix 1).

As for Questions 3 and 4, as Table 4 shows, only one person gave the wrong answer to each of these two questions. With respect to Question 3, the student chose B instead of the correct

answer, C. The possible reason is that he or she was too careless because B seems to be the last choice for readers to choose.

At the beginning of the second paragraph, the text says obviously that "[a]s soon as he saw me standing in the place where only European customers were allowed to stand he shouted at me in a bastard language that is only used by an employee when speaking to his servants" (Appendix 1). Here, the "employee" refers to the white Europeans while the "servants" refer to Africans. In other words, the language is usually used by Europeans when they speak to the black or Africans. Therefore, Question 3 tries to make students explain the reason for the manager of the drugstore shouting at the writer in a bastard language. Evidently, according to the text, the reason is not that he does not understand English, thereby demonstrating that B is the wrong answer to Question 3.

With respect to Question 4 and defining the meaning of "old school", the instructions indicate that students can find the word in the third paragraph. "C" is not the correct answer to Question 4; one student chose this option. Item A is the correct answer to the question. Except item A, other items all explain the word literally such as "a very old man", "from an old conservative school" as well as a real "old school". According to the main idea of the passage, "A" is the only possible answer to Question 4. The word means the age-old practice of racial discrimination referring to the main idea of the passage. The word is consistent with item A.

5.2 Analysis of the questionnaire for the students

In this section, the data from the sixteen questionnaires for the students are discussed. The results of these questionnaires demonstrate what reading strategies the students have learned in class and which reading strategies they applied most and least frequently.

5.2.1 The reading strategies students applied in the test

The questionnaire for the students comprises 20 questions. These can be divided into two types. One is a checklist of reading strategies that includes 19 questions and the last question contains three separate questions related to the teaching of reading strategies.

Moreover, the first 19 items can be further classified into seven sub-categories in accordance with Ikeda and Takeuchi's seven types of reading strategies. The concrete information is presented in Table 5 below.

Table 5: A classification of the reading strategies in the questionnaire

Reading strategies	Number of items	Items in the questionnaire
1.Parsing sentences by putting slashes into sense units to grasp the main components of each sentence easily	2	1, 6,
2.Guessing unfamiliar words from the context	4	9, 10, 11, 16
3.Identifying and skimming the topic sentence in each paragraph to understand the outline of a passage	2	3, 7
4.Using key words in the title and the questions attached to understand the outline of a passage	2	2, 18
5.Using visual aids to understand the outline of a passage	5	8, 12, 13, 14, 15
6.Paying attention to discourse markers to comprehend a passage more effectively	1	19
7. Effectively summarizing of each paragraph after reading.	3	4, 5, 17

As Table 5 above demonstrates, each type of reading strategy has corresponding questions in the students' questionnaire. According to Ikeda and Takeuchi's (2006) theory of reading strategies, the first type of reading strategy is "Parsing sentences by putting slashes into sense units to grasp the main components of each sentence easily". This type incorporates two reading strategies specified in Question 1 "Read the passage first and try to remember where different kinds of information are located in the passage" and Question 6 "Try to find topic sentences in each paragraph after reading the whole passage".

The second type of reading strategy is "Guessing unfamiliar words from the context". It incorporates four reading strategies specified in Questions 9,10, 11, 16. They are "Analyze a word literally", "Analyze difficulty within the sentence according to its grammatical function", "Use the context to decipher unfamiliar words, phrases and sentences", "Guess the word without any particular considerations".

With respect to the third type of reading strategy, it is "Identifying and skimming the topic sentence in each paragraph to understand the outline of a passage". This type consists of two reading strategies described in Question 3 "Briefly skim the text for the main idea before reading" and Question 7 "Try to find topic sentences in each paragraph by scanning and skimming".

As for the fourth type "Using key words in the title and the questions attached to understand the outline of a passage", there are two reading strategies addressed in Questions 2 and 8. To be more specific, these two reading strategies are "Read the questions first so that the reading of the passage is directed at finding answers to the questions" and "Use key words in the title and the questions attached to understand the outline of a passage".

In addition, the fifth type is "Using visual aids to understand the outline of a passage". Among this type, there are five reading strategies specified in Questions 8, 12, 13, 14, 15. They are "Paying attention to headlines, titles, italicized words and underlined words", "When choosing the answer to the question, look for an answer that seems special, different, or conspicuous", "When choosing the answer to the question, select an answer that is longer/ shorter than the others", "Use the process of elimination, i.e. select a choice not because you are sure that it is the answer, but because the other choices do not seem reasonable, or they seem very similar" and "Select the choice because it appears to have a word or phrase from the passage in it—possibly a key word".

When it comes to the six type of reading strategy "Paying attention to discourse markers to comprehend a passage more effectively", it incorporates one reading strategy specified in

Question 19 "Paying attention to discourse makers such as 'however', 'while', 'then' and 'first' to comprehend a passage".

Moreover, the seventh type of reading strategy "Effectively summarizing of each paragraph after reading" consists of three reading strategies described in Question 4 "Make a 'guess' at what is to come in the next part of the text", Question 5 "Always look for main ideas while reading and ignore details if they are not important" and Question 17 "Summarize each paragraph after reading".

In order to explain clearly how the students applied each type of reading strategy in answering the questions in the reading comprehension test, the data for all reading strategies are specified in a separate table as follows.

Table 6: Descriptive statistics of the first type of reading strategy

Reading strategies	Item number in the questionnaire	Five-point scale			Mean	Frequency scale
		N	N(n)	P (%)		
Parsing sentences by putting slashes into sense units to grasp the main components of each sentence easily	1	1	1	6.25	3.125	Medium
		2	4	25		
		3	5	31.25		
		4	4	25		
		5	2	12.5		
	6	1	1	6.25	3.4375	Medium
		2	3	18.75		
		3	3	18.75		
		4	6	37.5		
		5	3	18.75		

N=number of five-point scale. These abbreviations also apply to the tables that follow.

As shown in the Table 6, for Question 1, "Read the passage first and try to remember where different kinds of information are located in the passage", 31.25% of students think the description is "somewhat true" of them. 25% of students who think the description is "usually true" of them is identical with those who think the description is "not usually true" of them.

That is to say, most of the students read the passage first.

Similarly, as for Question 6, "Try to find topic sentences in each paragraph after reading the whole passage", 37.5% of students think this statement is "usually true" of them; this is more than the majority. Moreover, students who think this statement is "not usually true" of them are equal in number to those who think this statement is "somewhat" or "completely true" of them. Most students thus looked for topic sentences in the text after reading the whole text.

In addition, the mean score of Question 1 is 3.125 and the mean score of Question 6 is 3.4375 (see Table 6). According to Oxford's frequency scale (1990), variable scores between 1.0 and 2.4 are regarded as low in frequency, scores between 2.5 and 3.4 are considered as medium and scores between 3.5 and 5.0 are viewed as high. The average of the first type of reading strategy is between 2.5 and 3.4, and can thus be categorized as "medium". The questionnaire demonstrates that these two reading strategies were utilized by students now and then. It further indicates that the reading strategy described in Question 6 (M=3.4375) was slightly more frequently applied by the students than the reading strategy specified in Question 1 (M=3.125).

The second type of reading strategy incorporates four statements: Questions 9, 10, 11 and 16. All four questions are concerned with how to understand the meanings of unfamiliar words in the text. The frequency with which students used the second type of reading strategy is displayed in Table 7 below.

Table 7: Descriptive statistics of the second type of reading strategy

Reading strategies	Item number in the questionnaire	Five-point scale			Mean	Frequency scale
		N	N(n)	P (%)		
Guessing unfamiliar words from the context	9	1	1	6.25	3.0625	Medium
		2	4	25		
		3	5	31.25		
		4	5	31.25		

		5	1	6.25		
	10	1	1	6.25	3.0625	Medium
		2	4	25		
		3	5	31.25		
		4	5	31.25		
		5	1	6.25		
	11	1	0	0	4.4375	High
		2	1	6.25		
		3	0	0		
		4	6	37.5		
		5	9	56.25		
	16	1	2	12.5	2.375	Low
		2	9	56.25		
		3	2	12.5		
		4	3	18.75		
		5	0	0		

As shown in Table 7 above, for Question 9, "Analyze a word literally", 31.25% of students state that the statement is "somewhat true" of them. At the same time, an additional 31.25% of students have specified that the statement is "usually true" of them. In other words, according to these results, most students prefer to analyze an unfamiliar word literally when reading the text. The students who specified that the statement is "never true" of them are equal in number to those who declared that the statement is "completely true" of them. The mean of Question 9 is 3.0625, between 2.5 and 3.4, which indicates that the frequency of using this strategy may be classified as "medium".

As with Question 10, "Analyze a difficulty within the sentence according to its grammatical function", the students who specified that the statement is "somewhat true" of them are equal in number to those who declared that it is "usually true" of them. Even the mean of Question 10 (M=3.0625) is the same as Question 9, which demonstrates that the statement of Question 9 was applied as frequently as that of Question10 by students when reading the passage.

With respect to Question 11, "Use the context to decipher unfamiliar words, phrases and sentences", nine of sixteen, i.e. the majority of students think the statement is "completely" or "almost completely" true of them. None of the students thinks that the statement is "never

true" of them or "somewhat true" of them. Only one student states that he or she did not apply this reading strategy to guess the meaning of unfamiliar words in the passage. Thus, the mean of Question 11 (M=4.4375) is relatively high for this type of reading strategy.

Furthermore, according to Oxford's frequency scale (1990), the reading strategies with a "high" frequency have two evaluations: "Usually used" and "Always or almost always used". As the mean of Question 11 (M=4.4375) is between 3.5 and 4.4, the mean shows that the reading strategy specified in Question 11 is "usually used" by the students.

Compared with Question 11, the mean of Question 16, "Guess the meaning of the word without prior reflection" is relatively low. Nine of sixteen students specified that the statement is "not usually true" of them. None declared that the statement is "completely true" of them. Furthermore, two students declared that the statement is "never true" of them and another two specified that it is "somewhat true" of them, thereby demonstrating that this reading strategy is not often used by the students when they guess the meanings of unfamiliar words in the passage.

In addition, the reading strategies with a "low" frequency also have two evaluations: "Generally not used" and "Never or almost never used". As the mean of Question 16 (M=2.375) is between 1.5 and 2.4, the mean also indicates that the reading strategy specified in Question 16 is "generally not used" by the students.

In summary, the reading strategy specified in Question 11 is the most frequently used reading strategy applied by students among the second type of reading strategy. In contrast, the reading strategy specified in Question16 is the least frequently adopted reading strategy. Students utilized the reading strategy specified in Question 9 as frequently as the reading strategy specified in Question 10. In other words, students usually use the context to decipher unfamiliar words when reading. Sometimes, students analyze words literally or analyze them according to their grammatical function. Few, however, guess the meaning of the word without prior reflection.

With respect to the third type of reading strategy, there are two questions: Question 3, "Briefly skim the text for the main idea before reading" and Question 7, "Try to find topic sentences in each paragraph by scanning and skimming". These two questions are all related to the reading strategy of skimming and scanning in the test. The frequency with which students used the third type of reading strategy is presented in Table 8 below.

Table 8: Descriptive statistics of the third type of reading strategy

Reading strategies	Item number in the questionnaire	Five-point scale			Mean	Frequency scale
		N	N(n)	P (%)		
Identifying and skimming the topic sentence in each paragraph to understand the outline of a passage	3	1	1	6.25	3.375	Medium
		2	1	6.25		
		3	7	43.75		
		4	5	31.25		
		5	2	12.5		
	7	1	0	0	3.75	High
		2	1	6.25		
		3	7	43.75		
		4	3	18.75		
		5	5	31.25		

As shown in Table 8 above, for Question 3, 43.75% of students state that the statement is "somewhat true" of them. The students who specified that the statement is "never true" or "not usually true" of them are equal in number to those who declared that the statement is "completely true" of them. The mean of Question 3 is 3.375, which indicates that the frequency of using this strategy may be classified as "medium".

Similarly, for Question 7, 43.75% of students also state that the statement is "somewhat true" of them. However, more students confirmed that Question 7 is "usually true" and "completely true" than those answering Question 3. "Completely true", in particular, was specified by 31.25% of student . As demonstrated in the table above, the mean of Question 7 is 3.75, which indicates that the frequency of using this strategy may be classified as "high". Furthermore, as the mean is between 3.5 and 4.4, it suggests that this reading strategy is "usually used" by the

students.

Therefore, the results demonstrate that the reading strategy specified in Question 7 (M=3.75) was more frequently applied by the students than the reading strategy specified in Question 3 (M=3.375). In other words, students prefer to "look for topic sentences in each paragraph by scanning and skimming" when reading rather than "briefly skimming the text" before reading.

Similarly, for the fourth type of reading strategy, there are two statements as well: Question 2, "Read the questions first so that the reading of the passage is directed at finding answers to the questions", and Question 18, "Use key words in the title and the questions attached to understand the outline of a passage". The frequency with which students used the fourth type of reading strategy is shown in the table below.

Table 9: Descriptive statistics of the fourth type of reading strategy

Reading strategies	Item number in the questionnaire	Five-point scale			Mean	Frequency scale
		N	N(n)	P (%)		
Using key words in the title and the questions attached to understand the outline of a passage	2	1	0	0	3.5	High
		2	4	25		
		3	3	18.75		
		4	6	37.5		
		5	3	18.75		
	18	1	1	6.25	3.4375	Medium
		2	0	0		
		3	6	37.5		
		4	9	56.25		
		5	0	0		

As shown in Table 9, for Question 2, 37.5% of students declared that the description is "usually true" of them. At the same time, 18.75% of students consider that the description is "somewhat true" of them, which is identical to those who think the description is "completely" or "almost completely true" of them. In addition, none of the students thinks that the description is "never true" of them. That is to say, most of the students state that they

have applied this reading strategy when they did the reading comprehension test. According to the mean (M=3.5), it is demonstrated that this reading strategy is "usually used" by the students. That is to say, among this type of reading strategy, the reading strategy specified in Question 2 is more frequently used by the students.

Compared with Question 2, for Question 18, students utilized this reading strategy less frequently. The frequency with which students used this strategy may be classified as "medium". What is more, none of the students specified that the description is "not usually true" of them, which is equal in number to those who declared that it is "completely true" or "almost completely true" of them. Instead, most of the students specified that the description is "usually true" of them, which demonstrates that students usually "use key words in the title and questions to understand the outline of the passage".

As for the fifth type of reading strategy, there are five questions: Questions 8, 12, 13, 14 and 15. Four of these questions, (Question 8 is an exception), are all in relation to the reading strategy of choosing the answer to the question. The statistics are provided below.

Table 10: Descriptive statistics of the fifth type of reading strategy

Reading strategies	Item number in the questionnaire	Five-point scale			Mean	Frequency scale
		N	N(n)	P (%)		
Using visual aids to understand the outline of a passage	8	1	0	0	4.375	High
		2	0	0		
		3	3	18.75		
		4	4	25		
		5	9	56.25		
	12	1	1	6.25	3.5	High
		2	1	6.25		
		3	7	43.75		
		4	3	18.75		
		5	4	25		
	13	1	5	31.25	2.5625	Medium
		2	4	25		
		3	2	12.5		

		4	3	18.75		
		5	2	12.5		
	14	1	2	12.5	3.3125	Medium
		2	2	12.5		
		3	4	25		
		4	5	31.25		
		5	3	18.75		
	15	1	1	6.25	3.5	High
		2	1	6.25		
		3	6	37.5		
		4	5	31.25		
		5	3	18.75		

As shown in Table 10, among the five reading strategies, three are most frequently used by the students: Question 8, "Pay attention to headlines, titles, italicized words and underlined words"; Question 12, "When choosing the answer to the question, look for an answer that seems special, different, or conspicuous"; and Question 15, "Select the choice because it appears to have a word or phrase from the passage in it—possibly a key word" (See Appendix 2). Furthermore, among the three reading strategies, the strategy specified in Question 8 (M=4.375) is the most frequently used one among the fifth type of reading strategy applied by students, which demonstrates that students pay a close attention to "headlines, titles, italicized words and underlined words" in a text.

In comparison, Question 13, "When choosing the answer to the question, select an answer that is longer/ shorter than the others", and Question 14, "Use the process of elimination, i.e. select a choice not because you are sure that it is the answer, but because the other choices do not seem reasonable, or they seem very similar", are relatively less frequently used reading strategies applied by the students.

Further, the strategy described in Question 13 is the least frequently used reading strategy among the fifth type of reading strategy applied by students. According to Table10, five of sixteen students specified that Question 13 is "usually true" and "completely true" of them while another five students specified that it is "never true" of them. In other words, only a few

students selected "an answer that is longer or shorter than the others". Instead, most of the students never select "an answer that is longer or shorter than the others" when choosing the answer to the question.

With respect to "paying attention to discourse markers to comprehend a passage more effectively", Question 19, "Pay attention to discourse markers such as 'however', 'while', 'then' and 'first' to comprehend a passage", is in reference to this type of reading strategy. As Table 11 below demonstrates, none of the students specified that the statement of Question 19 is "never" or "almost never" true of them. Instead, there are 31.25% of students that declare the statement is "completely" or "almost completely" true of them. Moreover, the students who think that it is "somewhat true" of them are equal in number to those who declare it is "completely" or "almost completely" true of them. Four of the sixteen (25%) students considers that it is "usually true" of them. The high mean (M=3.75) demonstrates that this reading strategy is frequently applied by students. The statistics regarding the sixth type of reading strategy are provided below.

Table 11: Descriptive statistics of the sixth type of reading strategy

Reading strategies	Item number in the questionnaire	Five-point scale			Mean	Frequency scale
		N	N(n)	P (%)		
Paying attention to discourse markers to comprehend a passage more effectively	19	1	0	0	3.75	High
		2	2	12.5		
		3	5	31.25		
		4	4	25		
		5	5	31.25		

Last but not least, the seventh type of reading strategy incorporates three statements: Questions 4, 5 and 17. As shown in Table 12 below, with respect to Question 5, "Always look for main ideas while reading and ignore details if they are not important", is the most frequently adopted reading strategy among the seventh type of reading strategy in the light of mean and frequency scale. None of the students declared that they "did not ever" use this

reading strategy. Instead, half of the students claimed that they either "usually" or "always" utilized this reading strategy when reading the passage.

For Question 4, "Make a 'guess' at what is to come in the next part of the text" and Question 17, "Summarize each paragraph after reading", they are relatively less frequently used by the students. Furthermore, the reading strategy specified in Question 17 is much less adopted by students in comparison with the reading strategy described in Question 4. It is the least frequently used reading strategy among the seventh type of reading strategy. Only one of sixteen students applied this reading strategy when he or she did the reading comprehension test. That is to say, students prefer "looking for main ideas while reading" to "summarizing each paragraph after reading" in the test.

Table 12: Descriptive statistics of the seventh type of reading strategy

Reading strategies	Item number in the questionnaire	Five-point scale			Mean	Frequency scale
		N	N(n)	P (%)		
Effectively summarizing of each paragraph after reading.	4	1	2	12.5	2.9375	Medium
		2	5	31.25		
		3	3	18.75		
		4	4	25		
		5	2	12.5		
	5	1	0	0	4.3125	High
		2	1	6.25		
		3	7	43.75		
		4	4	25		
		5	4	25		
	17	1	3	18.75	2.875	Medium
		2	3	18.75		
		3	4	25		
		4	5	31.25		
		5	1	6.25		

To sum up, as the above tables demonstrate, it is not hard to find that the reading strategies of Questions 11 (M=4.4375), 7 (M=3.75), 2 (M=3.5), 8 (M=4.375), 12 (M=3.5), 15 (M=3.5), 19

(M=3.75) and 5 (M=4.3125) are the eight most frequently used reading strategies among these seven types of reading strategy. Among the eight reading strategies, the reading strategy addressed in Question 11 is the one most frequently adopted by students. Moreover, the reading strategies addressed in Questions 8 and 5 are the second and third most frequently used reading strategies. To be more specific, students prefer to "use the context to decipher unfamiliar words, phrases and sentences". Also, they "pay attention to headlines, titles, italicized words and underlined words", and "always look for main ideas while reading and ignore details if they are not important".

By contrast, the reading strategy specified in Question 16 is the one least frequently applied by students. In other words, few students "guess the meaning of the unfamiliar words without prior reflection". Besides, the reading strategies of Question 13 and 17 are the second and third least frequently utilized reading strategies in the test. Students do not like to "select an answer that is longer or shorter than the others" when choosing the answer to the question. Nor do they like to "summarize each paragraph after reading".

5.2.2 Students' knowledge of reading strategies

This section discusses the data from the second part of the questionnaire. As already established, the students' questionnaire is divided into two parts. The second part contains three questions related to the reading strategies. These three questions are (1) Do you have formal tuition in reading strategies in class? What reading strategies have you been taught? (2) Do you think the teacher helps you to improve your reading skills? How and in what way(s)? If your answer is 'yes', please explain; if your answer is 'no', please reflect on why not. (3) Please provide some suggestions that would improve the teaching of reading strategies (Appendix 2).

For the first question, four of the sixteen students answered "yes" to the question and six students stated that they had not had formal tuition in reading strategies in class. Among the six students, three mentioned some reading strategies such as "briefly skimming the text for the main idea" in Question 3, "reading the questions first" such as in Question 2, "using key

words in the title and the questions attached to understand the outline of a passage" such as in Question 18 and "using the process of elimination" such as in Question 14. These reading strategies are rated "medium" in terms of use, with the exception of Question 2 which is rated "high" in terms of frequency of use shown above.

As for the four students who answered they have received formal classroom tuition in reading strategies, they specified that they had been taught a few reading strategies such as "skimming and scanning" specified in the third type of reading strategy, "fast reading", "guessing the meaning according to the context" described in Question 11, "reading the questions first" addressed in Question 2 and "analyzing the type of different articles". These reading strategies are all most frequently used by students in the test, which demonstrates that students applied the reading strategies they had learned, during the time that they did the reading comprehension test. Additionally, it may suggest that the least frequently used reading strategy specified in Question 16 has not been taught.

In addition, in the feedback of the students' questionnaire two students did not answer the question. Three students did not answer the question by "yes" or "no". Instead, they answered some reading strategies such as "reading the questions first" specified in Question 2, "using key words in the title and the questions" described in Question 18, and "trying to find topic sentences in each paragraph by scanning and skimming" addressed in Question 7. With the exception of Question 18, the other two reading strategies were most frequently used by students.

For the second question in the students' questionnaire, 11 of sixteen students think their teacher helps them to improve their reading skills while only five students think the answer is "no". On the one hand, those who consider the teacher helpful explain that she can help them to grasp the main idea of the passage quickly, read fast, improve their reading ability in a short period of time and save their time to read a passage. On the other hand, for those who think it is useless to learn the reading strategies taught by their teacher, the reason is that they think they can improve their reading ability by means of practicing without formal tuition.

For the third question, almost all students mentioned that the teacher can provide them with additional reading materials for extra practice. In addition, one student gave the advice that the teacher should teach "the writing habits of a foreign language, and let the students be familiar with the language and then understand it better." Also, another student proposed that the lessons must be interesting in order to maintain motivation.

To summarize, the data and answers collected from the students' questionnaire is clear that the most frequently used reading strategies have been taught by the teacher while the least frequently used ones are those that have not been formally taught. Moreover, the reading strategies specified in Questions 2, 3, 7, 11, 14 and 18 are considered to be taught by the teacher according to the students' answers in the questionnaire.

5.3 Analysis of the questionnaire for the teacher

In the teacher's questionnaire, there are six questions. These are designed to establish what reading strategies the teacher has taught in the classroom and whether these are the ones that the students have both learned and applied.

The first question concerns the teacher's background. The question is "How many years have you been teaching reading comprehension?" The answer given was "Two years". According to Chinese regulation of teachers, those who have been as teachers for 0-5 years can be classified as "new" teachers (Li 2009:36). Therefore, she can be regarded as a "new" teacher.

With respect to the second question: "What, in your experience, are the difficulties candidates may encounter in completing the reading comprehension task? Please consider all factors such as skills, ability, time allocation etc.", the teacher specified that "vocabulary, especially new words" is the greatest challenge for students in reading comprehension. As a result, when she was asked, "how do you help students deal with the different kinds of questions in a reading comprehension test?", she replied without hesitation "providing some strategies". The fourth question is the most important question in the questionnaire, "What reading strategies do you teach your students?". The teacher declared that there are three main reading

strategies she teaches her students: (1) how to deal with new words; (2) skimming and scanning; (3) recognizing the intrinsic structure of English articles.

For the first reading strategy, she explained that it is inevitable that students encounter new and unfamiliar words when completing the reading comprehension task. This is particularly true when the new words are vital for understanding the main idea of the texts. Furthermore, if the new words appear in the reading comprehension test, then related reading strategies are needed because students cannot look up the meaning of the word in the dictionary.

In such cases, the teacher provides some reading strategies to help students guess the meaning of unfamiliar words in a text; these include "analyzing the grammatical function of the word in the sentence to guess its meaning" and "using the context to infer the meaning of the word". These reading strategies can be classified into the second type of reading strategy. Compared with the result of the students' questionnaire, the reading strategy specified in Question 11, "Use the context to decipher unfamiliar words, phrases and sentences", is the one most frequently utilized by the students, demonstrating that students have applied and learned this reading strategy from the teacher. However, the reading strategy specified in Question 10, "Analyze a difficulty within the sentence according to its grammatical function", is rated "medium" in terms of frequency of use. It is clear that the students and the teacher have different perceptions of this reading strategy.

For the second reading strategy taught by the teacher, it can be regarded as the third type of reading strategy "Identifying and skimming". Among this type, the reading strategy specified in Question 7 is rated "high" in terms of frequency of use and the reading strategy specified in Question 3 is rated "medium" in terms of frequency of use. Referring to the teacher's idea, she confirmed that she has taught students both of the two reading strategies.

For the third reading strategy, the teacher explained that she has taught students to "use key words in the title and the questions", "paying attention to discourse markers, headlines, titles, italicized words and underlined words", "looking for the main ideas while reading", "basing

one's selection on the occurrence of a word or phrase that also appears in the passage", and "using the process of elimination". All of the reading strategies mentioned above are rated "high" in terms of frequency of use in the reading comprehension test. However, there are two exceptions specified in Questions 18 and 14. They are only rated "medium" in terms of frequency of use. More interesting, these two reading strategies specified in Questions 18 and 14 were confirmed by the students that they were taught by the teacher.

The fifth question is "How do you assess what reading strategies your students have learned and how well they have learned them?" It aims to establish whether the teacher knows what reading strategies her students have learned and how she knows this. The teacher's answer is "by grading" and "by how they apply the strategies into analysis of the reading materials".

As for the last question "What improvements, in your opinion, can be made in the course?", this corresponds with the final question in the students' questionnaire "Please provide some suggestions that would improve the teaching of reading strategies". The teacher specified two improvements: considerable reading and extending one's vocabulary. These are similar to the most of the students' answer "the teacher can provide them with additional reading materials for extra practice".

Compared the teacher's questionnaire with the students' and the reading comprehension test, the result demonstrates that the reading strategies rated as "high" in terms of frequency of use are taught by the teacher, with the exception of the reading strategy specified in Questions 2 and 12. The reading strategy described in Questions 2 and 12 are most frequently applied by students; this has not been taught by the teacher, however. For the reading strategy with a "low" mean specified in Question 16, it was confirmed by the teacher that she did not teach this reading strategy and few students applied it. What is more, for the reading strategies with a "medium" mean, some are taught by the teacher such as Questions 3, 10, 14 and 18 while some are not such as Questions 1, 4, 6, 9, 13 and 17.

5.4 Discussion and pedagogical implications

The above statistics illustrate the students' reading process and their test performances in the standard test of CET-6. Also, the statistics show a clear comparison between the students' and the teacher's perceptions of what reading strategies have been taught. Since the students' common problems were revealed in the current research project, the results can help Chinese teachers improve their teaching practices at a university level.

5.4.1 Reading processing strategies in the CET-6 test and test performance

According to the analysis of the reading comprehension test, it is found that the reading strategies, "guess unfamiliar words from the context", "choose the answer to the question" , skimming, scanning and pay attention to key words as well as "headlines, titles, italicized words and underlined words", are tested frequently in the standard test of CET-6. In other words, the students need to apply these reading strategies to most questions of the reading comprehension test in the current research project.

Since the reading comprehension test in the current research project was selected randomly from the standard test of CET-6, the finding is in complete accordance with the notion mentioned in Section 2.1.3. That is to say, testees are required to utilize special reading strategies in the CET-6 test. Moreover, the finding may lead to the teacher's interest. As mentioned in Section 2.1.2, Chinese students who are not English majors must pass CET-6 in college. Therefore, if the students can be taught these reading strategies by the teacher, they can pass the CET-6 test more easily because the reading comprehensions occupy many scores in the test. Otherwise, at least they can get higher marks in the reading comprehension part of the CET-6 test.

Furthermore, the time is limited but the reading strategies are unlimited. Therefore, the teacher can not teach students all reading strategies. Even if the time permits, the teacher can not teach students all reading strategies because students may be confused by thousands of reading strategies. The efficient way is to put emphasis on the reading strategies tested in the CET-6 test. Among the reading strategies tested in the CET-6 test, the reading strategies tested

most frequently in the CET-6 test are the most important things and have priority. To be more specific, the reading strategies tested most frequently are presented in the current study. As a result, the finding can give some evidences and suggestions to the teacher. The teacher needs to focus on the reading strategies tested most frequently in the CET-6 test.

In addition, the data from the reading comprehension test demonstrate that there is a close correlation between reading strategies use and test performance. Take Question 2 in the reading comprehension test for example. As Table 3 shows, the students are confused by the answers A and C to Question 2. Most of the students have chosen wrong answers. As mentioned in Sections 3.1.1 and 3.1.2, the students need to apply the reading strategies specified in Questions 6, 7, 8, 17 to Question 2. Among these four reading strategies, apart from the reading strategies described in Questions 7 and 8, the other two reading strategies are demonstrated to be with a "medium" frequency in line with Section 3.2.1. Moreover, the teacher confirms that she has not ever taught these two reading strategies. Similarly, the students do not think they have learned these two reading strategies in class.

By comparison, all the students have chosen right answers to Questions 1 and 5. For Question 1, the students need to apply the reading strategies in Questions 8, 11, 12, 15, 18. Apart from the reading strategies described in Question 18, the other four reading strategies are used usually by the students. However, the students confirm that they have been taught the reading strategies specified in Question 18. The teacher also considers that she has taught these reading strategies. Likely, the reading strategies which are required to utilize in Question 5 are mostly used by the students, and stated by both the students and the teacher that these reading strategies have been taught.

That is to say, the students perform better on the questions that require utilizing the reading strategies they have learned. Relatively, the students have troubles in the questions that require using the reading strategies they have not learned. This finding indicates once more that the teacher needs to teach students the reading strategies that are most frequently tested in the CET-6 test.

5.4.2 Reading strategies use and pedagogical implications

The data from the students' questionnaire state that there are eight reading strategies with a "high" frequency that specifies in Questions 2, 5, 7, 8, 11, 12, 15 and 19. Also, it is found that one reading strategy described in Question 16 is not generally used by the students. The results enable the teacher to know which reading strategies the students have learned and which they do not. On the basis of the results, the teacher knows which reading strategies to teach, which reading strategies she shall not put an emphasis on and which she shall.

Furthermore, by comparing the responses in the students' with the teacher's questionnaire, the current study finds that the reading strategies that the teacher's own perception of teaching are far more than the reading strategies perceived by the students. To be more specific, the teacher considers that she has taught ten reading strategies described in Questions 3, 5, 7, 8, 10, 11, 14, 15, 18 and 19. However, the students think they are taught six reading strategies addressed in Questions 2, 3, 7, 11, 14 and 18. Among these six reading strategies, five reading strategies were confirmed by the teacher, with the exception of the reading strategy specified in Question 2.

The result shows that there is a different perception of which reading strategies have been taught in class. This enlightens the teacher to reflect on whether the students do learn what she teaches in class. The teacher can not take it for granted that the students have learned completely what she has taught. A good way to reduce the difference between the students' and the teacher's perception of what has been taught is that the teacher can check what her students have learned from time to time by means of tests. "Within teaching system, too, so long as it is thought appropriate for individuals to be given a statement of what they have achieved in a second or foreign language, tests of some kind or another will be needed" (Hughes 2011:4). According to him, he further points out that "for some purposes teachers' informal assessments of their own students are both appropriate and sufficient" (Hughes 2011:4).

In addition, for the reading strategies specified in Questions 5, 8, 15 and 19, the students still

use these reading strategies with a rather "high" frequency though they do not believe they have learned in class. That is to say, they may be influenced by the teacher's instruction unconsciously. Also, this is the reason why six out of sixteen students do not think they have reading strategy instruction according to the students' questionnaires. The answer indicates that the teacher shall pay attention to the unconscious reading strategy instruction.

Teaching reading strategies unconsciously is related to the method of the reading strategy instruction which is introduced in the western previous research section. As Section 2.2.2 mentions, reading strategies can be taught in two ways: direct and indirect. Although the direct instruction is demonstrated to be a better method of teaching reading strategies (Souvignier & Mokhlesgerami 2006:58), it does not mean that the indirect instruction is worthless. The results of the current research project clarify that the indirect instruction also has an influence on students' learning reading strategies.

Finally, when it comes to the question about the improvements of teaching reading strategies, the students and the teacher answer the question with one voice. All of them believe that considerable and additional reading materials are needed for extra practice. The answer demonstrates that for the CET-6 test, additional practice for reading is welcomed by the students. That is to say, the teacher can utilize more reading materials to help students improve their reading proficiency.

6. Conclusion

The current research project has investigated 16 non-English major sophomore students and a teacher in a Chinese college using a reading comprehension test and two questionnaires. The results of the reading comprehension test show that the reading strategies related to "guess unfamiliar words from the context", "choose the answer to the question" , skimming, scanning and paying attention to key words as well as "headlines, titles, italicized words and underlined words" are tested most frequently in the standard test of CET-6.

Also, the data from the reading comprehension test demonstrate that there is a close

correlation between reading strategies use and test performance. To be more specific, the students perform better on the questions that require utilizing the reading strategies they have learned. Relatively, the students have troubles in the questions that require using the reading strategies they have not learned.

Furthermore, the results of the reading comprehension test suggest that the teacher can provide the students with the reading strategies that are most frequently tested in the CET-6 test. In this manner, the teacher can help the students to perform well in the CET-6 test.

In accordance with the theory of Ikeda and Takeuchi, the current study classifies the reading strategies into seven types. Among the seven types of reading strategies, eight reading strategies are found to be most frequently applied by the students. These eight reading strategies are (1) Reading the questions first so that the reading of the passage is aimed at finding answers to the questions; (2) Always looking for main ideas while reading and ignore details if they are not important; (3) Trying to find topic sentences in each paragraph by scanning and skimming; (4) Paying attention to headlines, titles, italicized words and underlined words; (5) Using the context to decipher unfamiliar words, phrases and sentences; (6) When choosing the answer to the question, look for an answer that seems special, different, or conspicuous; (7) Selecting the choice because it appears to have a word or phrase from the passage in it—possibly a key word; (8) Paying attention to discourse markers such as "however", "while", "then" and "first" to comprehend a passage. Also, one reading strategy is found to be the least frequently used by the students, that is, "Guess the meaning of the word without prior reflection". The findings can help the teacher to understand which reading strategies the students have learned and to which reading strategies she shall put much attention when she teaches reading strategies.

By comparing the responses in the students' with the teacher's questionnaire, it was established that the teacher has taught the majority of the reading strategies rated "high" in terms of frequency of use, with the exception of two reading strategies. For the reading strategy with a "low" frequency, the teacher confirmed that she did not teach it and few

students applied it. Furthermore, the current study also finds that the reading strategies that the teacher's own perception of teaching are far more than the reading strategies perceived by the students.

However, three reading strategies with a "high" frequency are found to be denied by the students that they have learned in class. As a result, the teacher is advised to pay attention to the unconscious reading strategy instruction. The current study clarifies that the indirect instruction also has an influence on students' learning reading strategies.

In addition, the same answer to the improvements of teaching reading strategies indicates that the teacher can utilize more reading materials to help students improve their reading proficiency. For the CET-6 test, additional practice for reading is welcomed by the students.

Finally, there are unavoidably some limitations in the present study. For instance, the participants in the study form a small group. That is to say, the results of the present study represent the ideas of the students and the teacher in the study. The results can not represent the views of every student and teacher. Also, the participants in the present study are not divided into groups of males and females. That is to say, gender is a variable that may influence the results. However, each coin has two sides. The topic that the difference of using reading strategies from the perspective of gender can be a promising area in the future. In addition, the study can be further discussed on the reading strategies rated "medium" in terms of frequency of use. These kind of reading strategies are given little discussion in the present study.

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Appendix 1

The Reading Comprehension Test [7 MIN]

In this section there is one passage followed by questions or unfinished statements, each with four possible answers marked A, B, C and D. Choose the one that you think is the correct answer and put a ring round it.

There was a shop in the town of Mufulira that was notorious for its color bar. It was a drugstore. While Europeans were served at the counter, a long line of Africans queued at the window; often, they were not only kept waiting but, when their turn came to be served, were rudely treated by the shop assistants. One day I was determined to make a public protest against this kind of thing. Many of the schoolboys in my class followed me to the store and waited outside to see what would happen when I went in.

I simply went into the shop and asked the manager politely for some medicine. As soon as he saw me standing in the place where only European customers were allowed to stand he shouted at me in a bastard language that is only used by an employee when speaking to his servants. I stood at the counter and politely requested in English to be served. The manager became exasperated and said to me in English, "If you stand there till Christmas I will never serve you."

I went to the District commissioner's office. Fortunately, the District Commissioner was out, for he was one of the 'old school'; however, I saw a young District Officer who was a friend of mine. He was very concerned to hear my story and told me that if ever I wanted anything more from the drugstore all I had to do was come to him personally and he would buy my medicine for me. I protested that that was not good enough. I asked him to accompany me to the store and to make a protest to the manager. This he did, and I well remember him saying to the manager, "Here is Mr. Kaunda who is a responsible member of the Urban Advisory Council, and you treat him like a common servant." The manager of the drugstore apologized and said, "If only he had introduced himself and explained who he was, then, of course I should have given him proper service."

I had to explain once again that he had missed my point. Why should I have to introduce myself every time I went into a store…any more than I should have to buy my medicine by going to a European friend? I want to prove that any man of any color, whatever his position, should have the right to go into any shop and buy what he wanted.

1. "Color bar" in the first paragraph comes closest in meaning to ___.

  A. A bar which is painted in different colors.

  B. The fact that white and black customers are served separately.

  C. A bar of chocolate of different colors.

  D. A counter where people of different colors are served with beer.

2.The writer at the time of the story was ___.

  A. A black school teacher

  B. An African servant

  C. A black, but a friend of Europeans

  D. A rich black

3.The manager of the drugstore shouted at the writer in a bastard language because ___.

  A. He hadn't learned to speak polite English.

  B. He thought the writer wouldn't understand English.

  C. That was the usual language used by Europeans when speaking to Africans.

  D. That was the only language he could speak when he was angry.

4.In the third paragraph, "he was one of the old school" means ___.

  A. He believed in the age-old practice of racial discrimination.

  B. He was a very old man.

  C. He graduated from an old conservative school.

  D. He was in charge of an old school.

5.Why didn't the writer wait at the window of the drugstore like other black Africans？

  A. Because he thought he was educated and should be treated differently.

  B. Because he thought, being an important person, he should not be kept waiting.

  C. Because he thought his white friends would help him out.

  D. Because he wanted to protest against racial discrimination.

Appendix 2

Questionnaire

Dear student, below are some statements. Please read each of them and write at the beginning of the statement the number that best expresses your thought(s). Remember, indicate what you actually do when answering reading comprehension questions, not what you think you should do, or what other people do; there are no right or wrong answers. Thank you very much for your participation. The numbers correspond to the following statements:

1= This statement is never or almost never true of me.

2= This statement is not usually true of me.

3= This statement is somewhat true of me.

4= This statement is usually true of me.

5= This statement is completely or almost completely true of me.

1.   Read the passage first and try to remember where different kinds of information are located in the passage.

2.   Read the questions first so that the reading of the passage is directed at finding answers to the questions.

3.   Briefly skim the text for the main idea before reading.

4.   Make a "guess" at what is to come in the next part of the text.

5.   Always look for main ideas while reading and ignore details if they are not important.

6.   Try to find topic sentences in each paragraph after reading the whole passage.

7.   Try to find topic sentences in each paragraph by scanning and skimming.

8.   Pay attention to headlines, titles, italicized words and underlined words.

9.   Analyze a word literally.

10. Analyze a difficulty within the sentence according to its grammatical function.

11. Use the context to decipher unfamiliar words, phrases and sentences.

12. When choosing the answer to the question, look for an answer that seems special, different, or conspicuous.

13. When choosing the answer to the question, select an answer that is longer/ shorter than the others.

14. Use the process of elimination, i.e. select a choice not because you are sure that it is the answer, but because the other choices do not seem reasonable, or they seem very similar.

15. Select the choice because it appears to have a word or phrase from the passage in it—possibly a key word.

16. Guess the word without any particular considerations.

17. Summarize each paragraph after reading.

18. Use key words in the title and the questions attached to understand the outline of a passage.

19. Pay attention to discourse makers such as 'however', 'while', 'then' and 'first' to comprehend a passage.

20. Please also answer the following questions:

1) Do you have formal tuition in reading strategies in class? What reading strategies have you been taught?

2) Do you think the teacher helps you to improve your reading skills? How and in what way(s)? If your answer is 'yes', please explain; if your answer is 'no', please reflect on why not.

3) Please provide some suggestions that would improve the teaching of reading strategies.

Appendix 3

Interview Questions for Teachers

1. How many years have you been teaching reading comprehension?

2. What, in your experience, are the difficulties candidates may encounter in completing the reading comprehension task? Please consider all factors such as skills, ability, time allocation etc.

3. How do you help students deal with the different kinds of questions in a reading comprehension test?

4. What reading strategies do you teach your students?

5. How do you assess what reading strategies your students have learned and how well they have learned them?

6. What improvements, in your opinion, can be made in the course?