

**Empirical Researches on  
Reading Strategies in English**

# 英语阅读策略实证研究

张东昌 潘巍巍 著



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# 英语阅读策略实证研究

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# 前 言

阅读是学习者获得语言输入的主要途径,也是语言学习的重要技能。根据现代心理语言学和认知心理学的理论,阅读理解是一种复杂的认知过程,而这一过程既受读者已有知识的影响,又受到文本特征的影响。现代阅读理论强调读者能积极地对已知信息进行推测,由此可见,阅读策略的研究对语言学习与教学都具有十分重要的意义和作用。不过,学会并且运用英语阅读策略以提高阅读能力,对于广大第二语言学习者来说,是一个非常重要但又相当艰苦的学习过程。专门的阅读训练应是以教授阅读策略为核心,并加以提高语篇能力和思维能力的阅读训练,从本质上提高学习者的阅读能力。

《英语阅读策略实证研究》汇聚了中外英语教学专家多年的研究成果,是作者经过 20 多年教学实证研究,不断总结而写出的指导性著作,力求为英语学习者提供一条通过使用英语阅读策略提高英语阅读能力和英语考试成绩的新途径。本书在阐述英语阅读策略和实用方法的基础上,分三大部分从不同角度对英语阅读策略进行了实证研究,旨在对从事英语阅读教学的教师 and 具有中级英语阅读水平的第二语言学习者全面掌握英语阅读策略起指导性作用。

在编著本书的过程中,作者曾参阅英美有关阅读方面的书籍。另外承蒙英国谢菲尔德哈勒姆大学 Mary Williams 和 Nick Underhill 两位教授的指导及北京外国语大学陈亚萍副教授和戴曼纯教授的大力支持与帮助,他们在百忙之中,抽暇审阅本书的草稿,并提出宝贵意见,对此我们非常感激。

由于时间有限,本身在编著过程中难免出现错误或不足之处,  
敬请读者批评指正!

编 者  
2010年2月

## **General Introduction**

Reading is the most basic and important activity in the process of second language acquisition, and is a complex cognitive process where various subcomponents, such as decoding skills, knowledge of text structure, schematic knowledge, and processing strategies, interact simultaneously to help readers construct coherent meaning from the text. In this activity, reading strategies are necessarily required and employed by readers to achieve efficient reading:

Reading strategies literally refer to strategies used by language learners aiming to improve their reading comprehension. It not only contains some reading skills such as reading for main ideas, making inference, skimming and scanning and so forth, but also includes selective and restraining actions taken by readers for certain purposes.

For most of foreign language learners, reading is the main tool of information input and it is one of the important learning skills. Therefore, it's significant to conduct researches on reading strategy use both for language learning and teaching.

From the late 1970s to the beginning of the 1980s, second language (L2) researchers began to realize the significant value of reading strategies, and conduct a great amount of researches, including researching the strategies used by language learners in reading process and the relationship between the reading strategies, and successful and unsuccessful reading (Block, 1992). Abundant reading strategies appeared when the study went further, resulting

from different background, cognitive strategies and discourse strategies instead of purely traditional reading behavior. Many people focused on the study of the difference among strategy application and individuals, cognitive awareness, reading comprehension and strategy training. The research results have proved that learners' strategies are difficult to be applied due to the difference of reading level. The readers with high level can apply more strategies reasonably and efficiently (Block, 1992). The study of learning strategies witnessed an "explosion of activity" in the 1990s (Skehan, 1991: 285). And the study of learning strategies was also paid close attention to by many Chinese foreign language researchers (Qiang, 1994; Qin, 1997; Wen, 1996; Wang, 1998; Wu & Wang, 1998) and learners. However, there have been few empirical studies that have attempted to evaluate the SUCCESS of the reading strategy training on L2 learners. Most of the studies carried out in China on language learning strategies are descriptive in nature.

This book, based on the cognitive theory of reading strategy, devotes to empirical researches on the reading strategy training of college students. Its goal is to make most of them aware of applying the reading strategies appropriately, and to improve their reading level. The book consists of five empirical researches. Part one launches a research on reading strategies employing several approaches, such as reading questionnaires, unstructured interviews and thinking-out-loud protocols, to explore which method is a more helpful approach to investigate reading activity. Part two investigates the differences between male and female reading strategy use by using chi-square analysis. It aims to test whether there exists a significant difference between male and female reading strategies'

use. Part three focuses on the effect of the strategy of noticing hypothesis in the process of reading. The most important reason of our focus on the noticing function of output is that this function of output has significant theoretical and pedagogical implications on reading. Therefore, more empirical investigation in this area is urgently needed. Part four examines the individual differences in the use of English reading strategies. It reports on the reading strategies used by Chinese high school students and relates reading strategies used to foreign language proficiency. In Part five, factors affecting students' effective reading, difficulties in reading process and research about reading strategies have been analyzed.



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# ***Part I***

## **Reading Strategies Employed by Readers Answering Multiple-Choice Questions**





# **Chapter One**

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## **Introduction**

Reading comprehension ability is viewed as the most important technique in English language learning, which is directly concerned about whether readers can smoothly achieve reading comprehension. It is known that there are some individual differences existing in reading speed and reading activities, and it is quite evident that training readers to have a good command of efficient reading strategies and the ability to read proficiently is important to students of English as a second language.

In order to get information from reading materials, readers have to interact with the reading text during the reading process. Just as Sandy Urquhart and Cyril Weir (1998) pointed out reading is involved with language texts. Readers have to use reading strategies to transfer the reading material into a meaningful discourse in order to comprehend it, that is to say, readers have to decode the printed words into a meaningful discourse. The decoding process is the process of comprehension which occurs within readers' minds when the author's message is achieved, but if the readers can not decode the printed words in reading materials into a meaningful discourse, it