

A Survey on the Application of English Reading Strategies in Junior High School English Reading Teaching: A Case of Minle No. 2 Middle School in Beiliu County

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Abstract: This survey investigates students and their English teachers from two Grade 8 classes at Minle No.2 Middle School in Beiliu County. Using methods such as questionnaires, classroom observations, and interviews, it explores the current application status of reading strategies in junior high school English reading instruction. It also examines whether there are differences in the use of reading strategies among students of different genders and reading levels, as well as the approaches teachers use to cultivate students' English reading strategies. The results can be concluded as follows: (1) Most students employ reading strategies such as planning, monitoring and evaluation, perceptual processing, inferencing, and socio-affective strategies, but use self-initiation, prediction, utilization/elaboration less frequently. (2) There are significant differences in the use of monitoring and evaluation, perceptual processing, inferencing, and socio-affective strategies among students in different genders. Significant differences occur among students with different reading levels in the use of self-initiation, planning, monitoring and evaluation, perceptual processing, prediction, and utilization/elaboration. However, no statistically significant difference is found in the use of inferencing and socio-affective strategies. (3) Classroom observations and interviews indicate that teachers employ the PWP reading teaching model for in-depth reading, helping students enhance scanning, skimming, pre-reading, and re-reading skills. As for cultivating students' cultural awareness in reading, teachers emphasize contextual teaching, guiding students to explore cultural knowledge in texts, and broaden their cultural perspectives. In terms of fostering students' reading learning abilities, teachers use text analysis to uncover discourse meaning and employ predictive methods to guide students in predicting textual content. The findings of this survey are expected to provide some reference value for future research on middle school English reading teaching and offer insights into how to more effectively apply reading strategies in middle school English reading teaching in the future.

Keywords: English reading strategies; junior high school English reading teaching; survey

1. Introduction

From a new perspective, this thesis makes an in-depth survey on the application of English reading strategies in junior high school English teaching to better understand the internal mechanism, scope of influence, characteristics and functions of junior high school English reading strategies. Reading strategies refer to what information readers pay attention to in the text, what means they use to understand the reading content, and what measures they take when they encounter the content they do not understand (Block, 1986)^[1]. Liu Meijuan (2021:3) claims that reading plays an irreplaceable role in English learning and is the basis and prerequisite for the development of other English skills. Reading can increase students' vocabulary, broaden their knowledge, and let them know some foreign cultures and so on^[2]. Chen Xiuhua (2022:3) points out in his research on the status quo and effective strategies of junior high school English reading teaching that when reading, most students tend to adopt the traditional "bottom-up" way of reading, which means that they are used to reading word by word until they leave the text and pay more attention to details^[3]. In the process of reading, students neglect to train their ability to understand the text by making predictions and intellectual guesses based on background knowledge. Some students may stop reading and look up the new words in the dictionary. Therefore, it will break the continuity of the text and destroy understanding and interaction. During the reading process, students

may read English texts not for information, interest, or pleasure, but for learning English. Thus, it seems necessary for students to learn how to read with reading strategies.

2. Literature Review

2.1. Definition of English Reading Strategies

The term “strategies” emphasizes the reader’s active participation and actual way of doing something, or the reader’s performance, whereas the term “skills” may suggest the reader’s competence or only passive abilities which are not necessarily activated (Carrel, Patricia & Alatis, 1989:167) [4]. There is limited research on the definition of reading strategies in China, with notable contributions from scholars such as Li Jiongying and Qin Zhijuan (2005), who integrate various perspectives including those of Langer (1982), Wallace (1992), Block (1986), and Aarnoutse & Schellings (2003). Reading strategy is generally regarded as the method, skill, or behavior employed by readers to effectively navigate and address reading challenges during reading activities [5]. Drawing from existing literature abroad, researchers offer diverse viewpoints on the definition of reading strategies. Reading strategies are the skills readers use to enhance the understanding or memory of text information, which are localized and centralized problem-solving or repair strategies used when problems arise in understanding text information (Li, 2010)[6]. The term “strategies” refers to a person’s deliberate cognitive process in selecting, developing, and monitoring plans to achieve goals (Almasi & Fullerton, 2012) [7]. Reading strategies can be defined as the deliberate and conscious process of readers’ attempts to overcome problems (Johnson, K., Johnson, H., 1998) [8].

2.2. Categories of English Reading Strategies

Many scholars have classified reading strategies, which consist of a whole range of strategies including skimming and scanning, contextual guessing, reading for meaning, utilizing background knowledge, recognizing text structure and so forth. When it comes to categorizing reading strategies, these categories often represent specific strategic behaviors, with many strategies overlapping. In terms of the categories of reading strategies, several prominent frameworks exist. Firstly, Oxford (1989) delineates categories encompassing cognitive strategies, memory strategies, compensation strategies, communication strategies, metacognitive strategies, emotional strategies, and social strategies [9]. Secondly, Block (1986) [1] offers a division into two levels: general comprehension and local linguistic strategies. General strategies encompass comprehension-gathering and comprehension-monitoring strategies, while local strategies involve dealing with specific language units. Examples of general comprehension strategies include anticipating content, recognizing text structure, integrating information, questioning information, interpreting the text, employing general knowledge and associations, commenting on behavior or process, monitoring comprehension, correcting behavior, and reacting to the text. Local linguistic strategies comprise paraphrasing, rereading, questioning the meaning of a clause or sentence, questioning the meaning of a word, and solving vocabulary problems. Lastly, Sarig (1987) [10] classifies reading strategies into four types based on thinking aloud: skillful strategies, classification and simplification strategies, bridging discovery strategy, and monitoring strategy. However, in domestic studies, the strategies discussed are not very specific strategies, but systematic strategies containing multiple specific strategies. For example, Chen Liping (2006) classifies reading strategies into fluent word recognition strategies, grammar strategies, discourse structure knowledge strategies, and speed reading strategies [11].

2.3. Significance of English Reading Strategies

Reading strategies are of significance for students. Many studies suggest that reading strategies are of great importance to students’ reading comprehension ability. According to Cogmen and Saracaloglu (2009), reading comprehension strategies can help readers remember the key points, distinguish the essential and unnecessary information, think about the main idea and comment on the subject matter [12]. Based on the research of Banditvilai (2020) [13], reading strategies are a key factor in cultivating students’ reading comprehension ability. Additionally, Banditvilai’s quantitative study show that students also believe that skimming, scanning, forecasting and questioning strategies are of great help to their reading comprehension. Hu Xuemei (2018) also points out that narrative reading strategies have important application value in junior middle school English teaching. She believes that by using these strategies, students can better understand and grasp the content of the text, thereby improving their reading ability

^[14]. This view is consistent with the research results of Yang Xianping (2008), who also stresses the importance of using reading strategies in English reading teaching and believes that reading strategies can not only improve students' reading speed and comprehension, but also help them develop the ability to learn independently ^[15]. Teevno and Raisani (2017) further explores the impact of English reading strategies on students' reading comprehension, and their research finds that effective reading strategies can significantly improve students' reading comprehension^[16]. Almasi and Fullerton (2012:6) mentions that strategic processes can enhance students' achievement on standardized and nonstandardized measures of reading ^[17].

What's more, another study also proves the significance of English reading strategies. Sun Hongjun's (2016) research explores the effective penetration of reading strategies in junior middle school English classroom teaching from another perspective. He puts forward that teachers should consciously guide students to use reading strategies in the teaching process in order to improve their reading effect ^[18]. This point of view provides us with a new perspective, that is, the role of teachers in the teaching process is not only the transmitters of knowledge, but also the guides and promoters of students' learning.

2.4. Application of English Reading Strategies in English Reading Teaching.

Through a questionnaire survey of junior middle school students' autonomous reading strategies, Zhang Youhong (2011)^[19] presents that junior middle school students' autonomous English reading strategies are composed of 14 sub-strategies, including organizational reflection, self-assessment, method selection, inference, deduction, transfer, annotation, body orientation, delayed translation, representation utilization, grouping classification, emotional regulation, interest stimulation, resource utilization and tool utilization. Zhang Youhong (2011) also shows that there is a significant positive correlation between junior middle school students' autonomous reading strategies and reading performance, efficiency, comprehension rate and speed, showing a trend of gradual development with the growth of age ^[19]. In addition, in the current junior middle school English reading teaching, teachers often pay more attention to students' language ability, ignoring the cultivation of students' reading ability. In the traditional junior high school English reading teaching, teachers only use language, through some pictures, plus some gestures, actions and simple explanations, to complete the reading teaching (Meng Zhonghua, 2023) ^[20]. Mind mapping is also one of English reading strategies, which is used by many teachers in their teaching process. Yin Hongjuan (2023)^[21] and Hong Haiyan (2023)^[22] both use mind mapping in their reading instruction and believe that mind mapping is very popular with teachers and students, and mind mapping can cultivate students' good learning habits, improve learning ability and academic performance.

Besides, the cooperative learning strategy is also gaining ground in junior high school English reading teaching. Zheng Lihua (2023) discusses its application in junior high school English reading teaching from the perspective of cooperative learning. She believes that cooperative learning can improve students' interest and motivation in reading, thus improving overall reading performance ^[23]. The study of Bo Caijing (2022) also confirms the effectiveness of group cooperative learning in junior middle school English reading teaching. Her research has found that group learning not only improves students' reading comprehension, but also fosters their teamwork spirit ^[24]. Some research also documents the application of English reading strategies in English reading instruction. Sheorey and Makhtari (2002)^[25] demonstrate that reading ability, reading strategies, and metacognitive awareness have significant effects on L2 readers' reading performance. In their study, 302 college students (150 native English speakers in the United States and 152 second language speakers) were surveyed. The results showed that both groups of students exhibited a high level of awareness of various reading strategies. The study found that the use of strategies by American girls was much higher than that of boys, and the use of reading strategies was significantly correlated with the reading level. Wen Lingdi and Teng Yun (2023) propose a theme-based teaching strategy for junior middle school English reading: the three-dimensional five-step method ^[26]. This method takes the lesson "*The Difficult Search for American Products in the US*" in Unit5 of Grade 9 of English as an example, and studies the chapter from three aspects: what, why and how. To deeply explore the meaning of the theme, they formulate reasonable teaching objectives, design inquiry-based teaching activities, and create an interactive learning quality assessment table. Through five activity steps, the theme and value of the text can be internalized into students' knowledge and abilities, thereby genuinely enhancing their core literacy.

3. Methodology

3.1. Research Questions

To gain a deeper understanding of the use of English reading strategies by students and teachers, three research questions to be addressed in this paper include the following:

- (1) What is the status quo of students' using reading strategies?
- (2) Are there any differences in genders and groups with different reading levels in terms of using different reading strategies? If so, what are they?
- (3) What approaches do the teachers use in developing the students' reading strategies?

3.2. Subjects

This survey mainly focuses on 88 eighth-grade students and their teachers at Minle No. 2 Middle School in Beiliu County. In the aspect of teachers, the author understands the strategies teachers often use in reading teaching, the improvement of students' reading ability and the problems encountered in the teaching process. Among the students of these two classes, one class has a better reading foundation with an average reading score of more than 25 points, while the other class has an average reading score of less than 25 points. Students with better foundation often have a better reading ability, and often use reading strategies to finish reading comprehension.

3.3. Methods

For this investigation, classroom observation, questionnaire and interview were employed. This survey uses Lu Ziwen's (2021 Edition) "English Classroom Observation Scale Design and Application Practice" observation scale^[27]. The main content is the classroom observation of students' English reading skills, the classroom observation of students' cultural awareness in reading and the classroom observation of students' learning ability in reading. The questionnaire is mainly a survey of the application of English reading strategies in English reading teaching. This questionnaire refers to the book "Strategy-Based Instruction: Focusing on Reading and Writing Strategies" (2011 Edition)^[28]. It mainly includes the following dimensions: self-initiation, planning, monitoring and evaluation, perceptual processing, inferencing, prediction, utilization/elaboration, socio-affective strategies. There are five choices at the right side of each of the statements numbered 1-5. "1" means strongly disagree. "2" means disagree. "3" means neither disagree nor agree. "4" means agree. And "5" means strongly agree. On the basis of classroom observation and questionnaire survey, 6 students were selected for interview. In the aspect of student interview, the main purpose is to understand the effect of students before and after using reading strategies. The interview is recorded and then translated into text and given to the interviewee for verification.

3.4. Procedure

The process of this thesis is divided into four stages, encompassing the design of observation tables, questionnaires, and interview outlines, the distribution of questionnaires and interviews among teachers and students, and the collection and analysis of data. During the first stage, from October 10th to November 5th, 2023, the author reviewed literature pertaining to English reading strategies used in the classroom and took notes on key points. Theories and methods relevant to the thesis were documented, and primary research on English reading strategies was examined to identify limitations and current research gaps. The second stage, mainly from November 2nd to December 11th, 2023, involved designing the observation chart and transcribing the class teaching records. Subsequently, data from the initial round of observations were organized and analyzed. In the third stage, from December 14th to 29th, 2023, questionnaires and interviews were conducted. The questionnaire was distributed to Grade 8 students in Class 2 and 7 at Minle No. 2 Middle School in Beiliu County. To ensure comprehension, the original questionnaires were in Chinese. A total of 88 questionnaires were collected. The final stage took place on November 20th, 2023, primarily focusing on gathering information about the use of English reading strategies. Face-to-face interviews were conducted, recorded, transcribed into text, and submitted to the interviewees for verification. Through three rounds of data collection—classroom observations, questionnaires, and interviews—qualitative and quantitative analyses were employed to explore the application of English reading strategies in junior middle school English reading instruction.

4. Results and Discussions

4.1. Current Situations of the Use of English Reading Strategies

Through the analysis of mean values, Table 1 shows that the mean values for Items 1, 6, and 7 are lower, at 3.25, 3.29, and 3.25, respectively. In contrast, the mean values for Items 2, 3, 4, 5, and 8 are all above 3.30, indicating that students often use these strategies. This suggests that the strategies of planning, monitoring and evaluation, perceptual processing, inferencing, and socio-affective strategies are used frequently. Moreover, according to the interview results, different students employ various strategies during reading. S1 often uses skimming, scanning, rereading, and careful reading (referring to planning and perceptual strategies). S2 employs sentence analysis, skimming, and predicting titles (referring to planning and prediction strategies). S3 tends to utilize rereading and skipping (referring to perceptual strategies). S4 adopts fast reading, skip reading, skimming, and guessing words (referring to planning and inferencing strategies). S5 uses skimming and asking for help (referring to planning and socio-affective strategies). This conclusion seems to be in line with Liu Dandan's (2002) findings that prediction, vocabulary skills, skimming, browsing, structural analysis and inference are the most frequently used strategies in the reading process^[29].

Table 1: Descriptive Statistics for English Reading Strategies.

English Reading Strategies	N	Minimum	Maximum	Mean	SD
1. Self-initiation	88	1	5	3.25	.85170
1. Planning	88	1	5	3.53	.83048
2. Monitoring and Evaluation	88	1	5	3.41	.77031
3. Perceptual Processing	88	1	5	3.38	.79077
4. Inferencing	88	1	5	3.32	.84566
5. Prediction	88	1	5	3.29	.81961
6. Utilization/Elaboration	88	1	5	3.25	.84145
7. Socio-affective Strategies	88	1	5	3.42	.72374
	Total Mean			3.36	.809215

According to the English Curriculum Standard for Compulsory Education (2022), students must develop the ability to acquire and sort out the gist and key details of spoken texts, identify themes, understand the general idea, obtain main information, and infer implied information and meaning from written texts. Although students consciously use some reading strategies, they do not use them frequently enough, as indicated by a total mean value of less than 3.50. Additionally, the curriculum emphasizes the importance of understanding various reading skills and strategies, such as prediction, skimming, guessing word meanings, inference, understanding text structure, and comprehending the meaning of demonstrative pronouns. These skills are essential for enhancing students' interest and ability in reading. Therefore, teachers should conduct reading strategy training for junior middle school students, tailored to their English proficiency and learning characteristics. This training can help students understand and master common reading strategies, providing valuable inspiration and support for English reading instruction in junior middle schools (He Pengfei, 2010)^[31].

4.2. Differences in the Use of Reading Strategies

4.2.1. Differences in Genders

According to the Independent-Samples t-Test results in Table 2, there are notable gender differences in the use of reading strategies. Students of different genders showed significant differences in the use of monitoring and evaluating, perceptual processing, inferencing, and socio-affective strategies. Moreover, female students used all of these strategies more effectively than male students. These findings align with previous research by (He Pengfei, 2010)^[31], which also identified significant differences in the use of socio-affective and metacognitive strategies. Therefore, it is crucial for teachers to enhance male students' awareness and ability to use these strategies. Male students, in particular, should be encouraged to pay more attention to reading strategies. Additionally, teachers should assess students' strategic levels and needs, and implement targeted reading instruction to cultivate effective reading habits. By doing so, they can help all students improve their reading proficiency.

Table 2: Results of the Use of Reading Strategies in Genders.

Strategies	Gender	N	Mean	Std. Deviations	T	Sig.(2-tailed)
Self-initiation	Male	37	3.18	.83368	-.688	.490
	Female	51	3.31	.86883	-.693	
Planning	Male	37	3.39	.87806	-1.357	.187
	Female	51	3.63	.78727	-1.333	
Monitoring and Evaluating	Male	37	3.18	.83572	-2.432	.017
	Female	51	3.58	.68057	-2.354	
Perceptual Processing	Male	37	3.31	.78181	-2.546	.013
	Female	51	3.56	.75611	-2.533	
Inferencing	Male	37	3.04	.92392	-2.665	.009
	Female	51	3.51	.73131	-2.568	
Prediction	Male	37	3.11	.89286	-1.695	.094
	Female	51	3.41	.74636	-1.648	
Utilization	Male	37	3.04	.87068	-1.974	.052
	Female	51	3.40	.79548	-1.945	
Socio-affective Strategies	Male	37	3.35	.64361	-.736	.0464
	Female	51	3.47	.77940	-.759	

4.2.2. Differences in Groups with Different Reading Levels

Table 3: Results of the Use of Reading Strategies in Groups with Different Reading Levels.

Reading Strategies	G 1 (n=19)		G 2 (n= 36)		G3 (n=33)		F	Post Hoc
	M	SD	M	SD	M	SD		
Self-initiation	3.61	.97032	3.50	.56061	2.78	.84847	10.108*	G1<G3 G2<G3
Planning	3.97	.70321	3.69	.57069	3.10	.95016	9.3438*	G1<G3
Monitoring and Evaluating	3.93	.53582	3.51	.49980	3.00	.90920	11.856*	G1<G3
Perceptual Processing	3.73	.54655	3.57	.68143	2.97	.85895	8.610*	G1<G3 G2<G3
Inferencing	3.68	.84411	3.44	.66781	2.96	.91029	5.621	
Prediction	3.87	.69404	3.43	.52986	2.80	.88046	14.857*	G1<G3 G2<G3
Utilization/ Elaboration	3.75	.74786	3.29	.71312	2.91	.88613	6.902*	G1<G3
Socio-affective Strategies	3.62	.86383	3.48	.52236	3.23	.80019	2.053	

*The mean difference is significant at the 0.05 level.

G1=the High-Level Group; G2=the Middle-Level Group; G3=the Low-Level Group

A One-Way ANOVA was conducted to examine the differences in the use of eight reading strategies among three groups with different reading levels. The results of this analysis are presented in Table 3. First of all, in terms of self-initiation, there are distinct differences between two groups (G1 and G3, G2 and G3 [F=10.108], $p < 0.05$). As shown in Table 1, the mean value of Self-initiation in the high-level group (M=3.61) higher than in the middle- and low-level groups (M=3.50, M=2.78). As a result, high-level readers are more aware of the strategies they use than lower-level readers, which is in line with the finding of Block (1986)^[1]. Besides, according to the interview, these reading strategies are of great help to her in learning English (S1, S2), speeding up her skimming and understanding of a text, so she can save a lot of time to check the answers in the exam. Regarding planning, there are a major difference between G1 and G3 [F=9.3438, $p < 0.05$, indicating that planning differs significantly between the high- and low-level groups. However, there is no distinction between G1 and G2, and G2 and G3. Therefore, it is obvious that planning strategies can discriminate between groups with high and low levels but cannot distinguish between groups with moderate and low levels. Besides, the mean value of planning in groups with the highest levels (M=3.97) is 0.87 higher than that of the group with the lowest level (M=3.10). It can be noted that the reading levels will increase as the use of planning strategies increase. There are statistically significant variations between the two groups in terms of monitoring and evaluating [F=11.856, $p < 0.05$], indicating that monitoring and evaluating differs significantly just between the high- and low-level groups, but there is no distinction between G1 and G2 and G2 and G3. In addition, according to Table 4.6, the mean value of monitoring and evaluating strategies in the high-level group

($M=3.93$) is 0.94 greater than that in the low-level group ($M=3.00$), indicating that the reading scores will increase as the use of monitoring and evaluating strategies increase. About perceptual processing, there are statistically significance variations between the three groups [$F=8.610$, $p<0.05$]. It shows that there are significant variations in this index not only between groups with high and low levels, but also between groups with middle and low levels. As for inferencing and socio-affective Strategies, there is no statistically significant difference between the three groups [$F=5.626$, $p>0.05$]. With regard to utilization/elaboration there is a significant difference only between G1 and G3 [$F=6.902$, $p<0.05$]. The mean value of utilization/elaboration strategies in the high-level group ($M=3.75$) is 0.84 greater than that in the low-level group ($M=2.91$), indicating that students who use this strategy more often score higher than those who use it less often. Finally, with regard to Prediction, there is statistically significant difference between the two groups [$F=14.857$, $p<0.05$], showing that there is distinctions between G1 and G3, G2 and G3, there is no distinction between G1 and G2.

In a word, there are significant differences in the strategies of self-initiation, planning, monitoring and evaluation, perceptual processing, prediction, and utilization/elaboration. There are also differences in the frequency of high, middle and low level students using different reading strategies. The conclusion is line with the findings of Tsai (2005)^[32]. Therefore, reading strategy is one of the most important factors to improve students' reading comprehension ability, which has a great impact on students' reading comprehension ability.

4.3. Approaches in the Developing Students' Reading Strategies

4.3.1. On Improving Students' English Reading Skills

According to the classroom observation during this period, teachers often use PWP reading teaching mode in reading teaching. Videos are often used as the lead-in part to activate students' interest. Then is the pre-reading section, where the teacher usually teaches new words to clear the barriers for the students. The most important part is the while-reading part. Teachers usually design two kinds of content. One is the practice of fast reading, such as paragraph matching, so that students can grasp the main idea of the article quickly. The other is intensive reading exercises, such as judgment questions, which are designed to give students a better understanding of the passage. After reading, teachers usually use the reading strategy of mind mapping to lead students to sort out what they have learned in this lesson. For example, in the reading class of Unit 8 "*How do you make a banana milk shake*", in the careful reading part, the teacher designed a task in the careful reading part: look at the pictures and range them. These pictures not only make the article more intuitive, vivid and rich in content, but also enable students to sort out the structure of the text faster and better understand the content of the text. Students also quickly stimulate their interest in the pictures. Besides, students can predict what a text is about and what the next section is about even before they read it based on their general knowledge, what they know about the topic. What's more, it is found that teachers often designs a small game before reading so that students can remember new vocabularies, and students can actively participate in it, and the effect of remembering new vocabularies is very good.

4.3.2. On Developing Students' Cultural Awareness in Reading

Teachers creates situations for the students to read the text quickly. They help students to dig out the cultural knowledge in the text and broaden their cultural horizons and guide students to pay attention to the similarities and differences between Chinese and foreign cultures in the texts. For instance, in Unit 8 "*How do you make a banana milk shake*", students can learn more about the food customs of traditional Chinese festivals and local special snacks, understand the basic differences between Chinese and Western food cultures, try to enjoy the food preparation process, thus respect the food culture of different places and countries.

4.3.3. On Cultivating Students' Learning Ability in Reading

Teachers use article analysis method to deal with text content in reading teaching design, and students can consciously use top-down reading methods and PWP reading modes to understand articles, accumulate various pictures of articles, and improve reading efficiency and level. For example, in Unit 10 "*If you go to the party, you'll have a great time*", the teacher guides the students to predict the content of this article through the method of prediction, and the students can use conditional sentences introduced by "if" to predict the outcome of events. According to the interview results of students, although many students have a certain amount of vocabulary, they cannot accurately understand the specific meaning of words and find it difficult to understand the text. Therefore, it can be seen that teachers should use context teaching in the teaching process, which is conducive to improving students' ability to guess the meaning

of words. Besides, the author supports the view of Chen Zehang (2016), in the process of language output, teachers should allow students to have enough thinking or short silence when they organize language, and give them effective guidance and enough space for thinking and language use^[33].

5. Conclusion

By investigating the application of English reading strategies in junior middle school English teaching, it can be seen that most students use planning strategy, monitoring and evaluation strategy, perceptual processing strategy, inferencing strategy, socio-affective strategy, but use self-initiation, prediction, utilization and elaboration less frequently. Students in different genders were significantly different in the use of monitoring and evaluating, perceptual processing, inferencing, socio-affective strategies. What's more, the use of all the strategies by female students was better than by male students. As for groups with different reading levels, there are significant differences in the use of self-initiation strategies, planning strategies, monitoring and evaluation strategies, perceptual processing strategies, prediction strategies and utilization/elaboration strategies, while no statistically significant differences exist in the use of inferencing and social-affective strategies. In addition, based on the survey, it can be found that the main source of students' readings is textbooks or grammar books. Classroom observations and interviews indicate that teachers employ the PWP reading teaching model for in-depth reading, helping students enhance scanning, skimming, pre-reading, and re-reading skills. As for cultivating students' cultural awareness in reading, teachers emphasize contextual teaching, guiding students to explore cultural knowledge in texts, and broaden their cultural perspectives. In fostering students' reading learning abilities, teachers often use text analysis to uncover discourse meaning and employ predictive methods to guide students in predicting textual content.

6. Limitations

The present paper is still at the primary and rough level. Because of the limitation of time and energy, this survey only investigated two classes and their English teachers of Grade 8 at Minle No. 2 Middle School in Beiliu County, and there was also some comprehensive knowledge that has not been covered and the analysis were just at a basic stage in English reading instruction. Owing to the different language levels of students in various schools, the survey results can only reflect the current status of the application of English reading strategies in this junior high school. They cannot represent the current situation of English reading teaching in junior high schools in other regions of the country. In addition, questionnaires, observations and interviews are not complete and there might have some false and prejudicial answers, which may affect the truth of the final results. It is hoped that this paper is just the preliminary study and more researchers who prefer to study English reading strategies will be engaged in and carry on.

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