

MASTER'S THESIS

The reading strategies used by Hong Kong CMI senior form students and a reading package to develop reading strategies

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THE READING STRATEGIES USED BY HONG
KONG CMI SENIOR FORM STUDENTS AND A
READING PACKAGE TO DEVELOP
READING STRATEGIES

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Abstract

The purpose of this dissertation is to investigate the reading strategies adopted by Hong Kong senior form CMI students and to design some reading tasks to develop reading strategies.

In order to collect data on the reading strategies, two methods of gathering data were carried out. One is the think-aloud protocol and the other one is a questionnaire. For the think-aloud protocol, three senior form students were invited to think-aloud while they were doing a piece of comprehension. The recording which is related to the reading strategies was transcribed. Regarding the questionnaire, 80 questionnaires were distributed to two classes of senior form students. The results were then analyzed with the help of a software, SPSS.

It was found that students who have higher proficiency in English could use more reading strategies in their reading and vice versa. Students who have been taught by the same teacher for a period of time have also developed different reading strategies. On the other hand, about half of the subjects, thirty-four, rated that reading is the least important skill among the four skills in English. Regarding the strategies for reading, post-reading strategies are the ones usually neglected by the

subjects. The pre-reading strategy which is most frequently used by the subjects is reading the title and the sub-titles while finding out the name of the author before reading is the one seldom adopted by them. Skimming the title and the sub-titles to get the gist of the text is the while-reading strategy frequently used by the subjects. As for the post-reading strategy, sharing the text with teachers and / or friends is the one rarely done by the subjects. About one-third of the subjects mentioned that they read the comprehension questions first and evaluate the text after finishing reading the text. Regarding the reading difficulties, most of the subjects think that vocabulary is the big obstacle for them while reading. At the end of the questionnaire, the subjects also suggest many ways to improve their own reading, e.g. read more story books, watch more English TV programmes and ask teachers and / or friends.

At the last part of this dissertation, seven reading tasks are designed for helping teachers to develop some reading strategies for their students. It is hoped that students' reading skills can be enhanced after carrying out the tasks.

摘要

本論文旨在找出以中文為母語教學的高年級學生所採用的閱讀策略及設計一系列的閱讀練習以幫助高年級學生發展閱讀技巧。

而收集有關於閱讀策略的資料的方法共有兩個：Think-aloud Protocol「思想誦讀法」及 Questionnaire「問卷」。關於「思想誦讀法」，對象是三位高年級的同學，他們被邀請在完成一篇閱讀理解的過程中「邊閱讀邊誦讀」他們的思想，而整個過程被錄音，然後所得出的錄音被抄寫出來；至於問卷方面，八十份的問卷共派予兩班高年級的同學填寫，電腦軟件中的 SPSS 會協助作者將問卷調查的結果分析及作出研究。

所得出的結果為一些英文能力較高的同學所採用的閱讀策略的數目都較英文能力稍遜的同學為多。縱使同學們被同一位老師授課一段時間，但是，他們亦能發展不同的閱讀策略。另一方面，大約有一半的調查對象從英文中的講、讀、聽、寫四個技能中認為閱讀是最不重要的。而有關閱讀前策略，同學們最常用的是閱讀標題及小標題，而找出讀物的有關作者是比較少採用的；而有關閱讀過程中所採用的策略，略讀標題及小標題以找出該文章的中心思想是同學們最常用的；至於閱讀後的策略，同學們甚少與老師或同伴分享所閱讀的，大約有三分之一的對象當他們閱讀後才開始閱讀文章所附上的問答題及對所閱讀

的資料作出評論。有關於閱讀上所遇到的困難，同學們「懼怕」的是生字。在問卷的最後部分，同學們亦提出一些改善閱讀的方法，例如多閱讀故事書，多收看英文節目及多向老師及同伴提問……等等。

論文的最後部分為七個的閱讀練習，作者希望透過這些練習能改善高年級同學們的閱讀技巧。

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