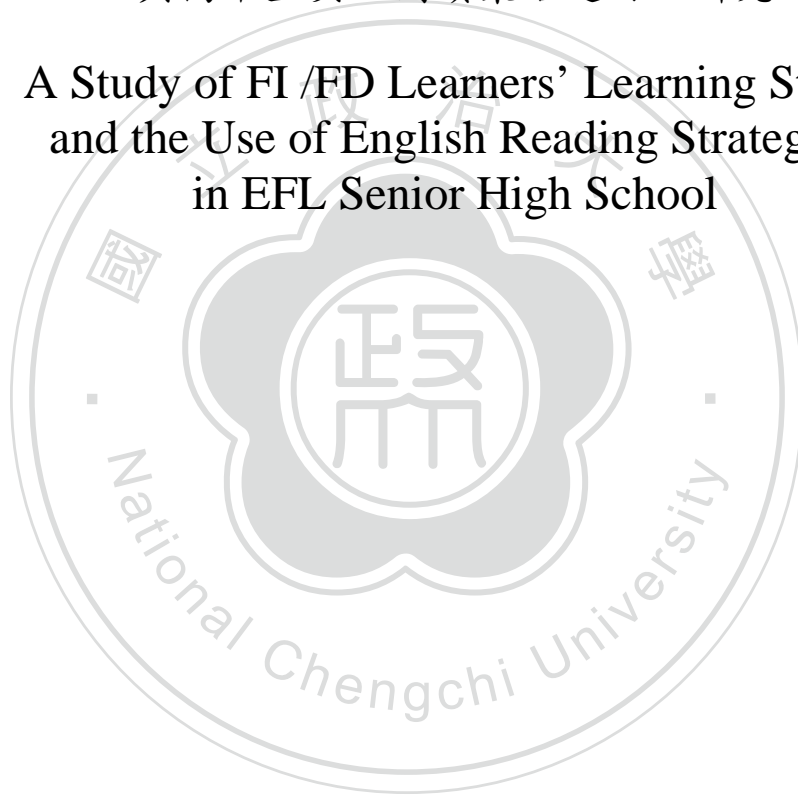


國立政治大學英國語文學系碩士在職專班碩士論文

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場地獨立/場地依賴學習風格
與高中生英語閱讀策略運用之研究

A Study of FI /FD Learners' Learning Styles
and the Use of English Reading Strategies
in EFL Senior High School



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A Master Thesis
Presented to
Department of English,
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In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts

By
Yung-ching Kao
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To My Beloved Parents, Wife and Son

獻給我親愛的爸爸媽媽、妻子及兒子

高正杉先生及高周純美女士

李玉芬小姐與高廷睿小朋友



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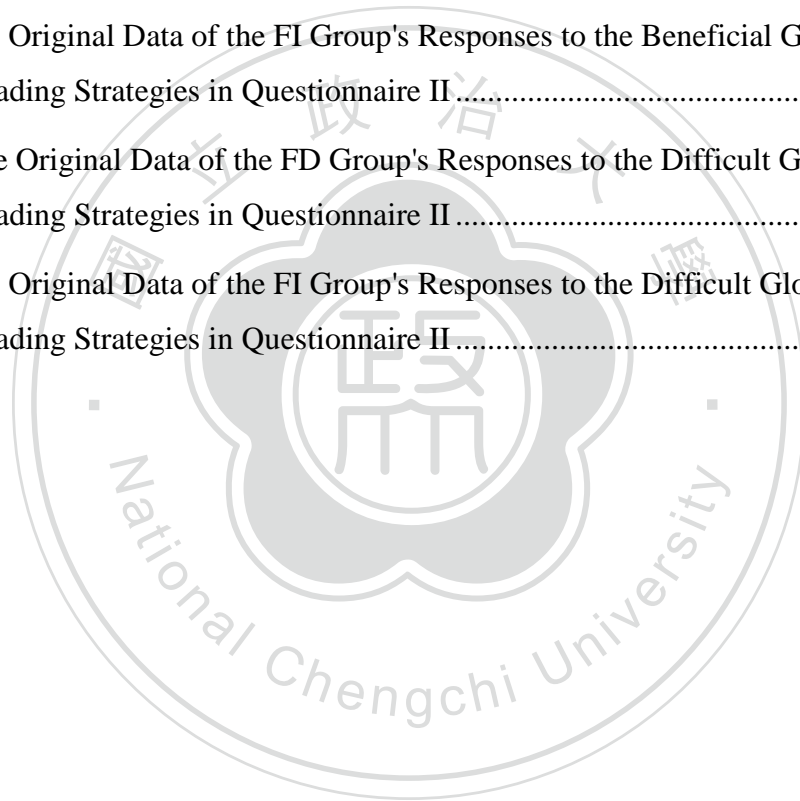
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碩士論文提要

論文名稱：場地獨立/場地依賴學習風格與高中生英語閱讀策略運用之研究

指導教授：林啟一博士

研究生：高永欽

本研究的目的是透過閱讀策略的教學，探討場地依賴/場地獨立學習風格與高中生閱讀策略使用的關係。研究對象是 75 位桃園縣二所高中三年級的學生。主要研究工具包括：用以測量學生學習風格的鑲嵌圖形測驗、了解起始點是否一致的全民英檢中級閱讀測驗及一份用於前、後測的閱讀理解測驗，以及一份用來瞭解學生在教學前後閱讀策略使用改變情形的閱讀策略問卷，最後進行一份教學後回饋問卷以了解學生對於此實驗教學的態度及觀感。

研究過程分為三個階段。第一階段：執行閱讀測驗前測及閱讀策略問卷前測。閱讀測驗前測是為了瞭解受試者起始點的語言程度；閱讀策略問卷前測則是為了瞭解不同學習風格的學生，在實驗教學前閱讀策略的使用情形；第二階段：實施場地依賴/場地獨立學習風格教學、閱讀策略教學、85 年至 100 年歷屆學測及指考閱讀測驗題型分析與練習。場地依賴/場地獨立學習風格教學是為了介紹學習風格並讓學生瞭解自己學習風格的優勢與侷限；閱讀策略教學的目的是為了介紹整體型及局部型的閱讀策略，讓學生瞭解在實際的閱讀過程中有那些策略可供運用；85 年至 100 年歷屆閱讀測驗題型分析是為了讓學生掌握閱讀測驗的考題趨勢，練習是要讓學生熟悉使用這些閱讀策略；第三階段：執行閱讀測驗後測、閱讀策略問卷後測及教學回饋問卷。閱讀測驗後測是為了瞭解實驗教學的成效；閱讀策略問卷後測是為了瞭解不同學習風格的學習者，在經過十八週的閱讀策略教學後，在整體型及局部型的那些閱讀策略使用上產生顯著的差異；教學回饋問卷則是為了進一步了解學生對於閱讀策略教學之觀感並尋求教學改進上的建議。

根據研究結果，主要的發現如下：

- (1) 此「閱讀策略教學」實驗，對場地依賴與場地獨立學習者的英語閱讀理解成績皆有正面影響；場地獨立學習者較場地依賴學習者進步尤為顯著。
- (2) 不同的學習風格確會造成學習者在整體型及局部型閱讀策略上使用不同。經過「閱讀策略教學」後，[相同之處]—在閱讀策略的使用：注意引言段、主要論述段及結論段、注意第一段的每一句話（特別是主旨陳述）、注意最後一段的每一句話以瞭解篇章內容、注意作者如何撰寫第一段以引起讀者興趣及注意出現同位語之處，無論是場地依賴或場地獨立的學習

者，都出現顯著性的閱讀策略使用改變。[相異之處]一場地依賴學習風格的學習者，在運用整體型閱讀策略：注意作者如何撰寫最後一段，及在運用局部型閱讀策略：注意有無表達比較或對照、注意有無表達原級、比較級或最高級、注意有無表達說明、解釋或換言之的閱讀策略使用上，表現不同於場地獨立學習風格的學習者；而場地獨立學習風格的學習者，在運用整體型閱讀策略：注意作者的寫作目的、注意表達作者風格、語調、態度、立場或觀點之處、注意推斷出文章可能的來源及出處，及在運用局部型閱讀策略：注意有無表達方位順序、注意有無表達讓步、注意出現特殊體例之處、注意出現倒裝句、注意出現加強語氣之處的閱讀策略使用，表現不同於場地依賴學習風格的學習者。

- (3) 不同的學習風格確會影響學習者在不同閱讀測驗題型上的表現。在「閱讀策略教學」後，場地依賴學習風格的學習者，在運用整體型閱讀策略：文章風格/作者態度、推論題型，以及在運用局部型閱讀策略：粗體單字題型上表現較佳；而場地獨立學習風格的學習者，則在運用整體型閱讀策略：主旨題、作者的寫作目的，以及在運用局部型閱讀策略的細節題及指涉題型上表現較佳。
 - (4) 在接受「閱讀策略教學」後，無論是場地依賴或場地獨立，大部份的受試者都給予正面肯定的評價；對閱讀較有信心；對長篇文章不再那麼畏懼；對於場地依賴/場地獨立學習風格的教學普遍認同。然對於「閱讀策略教學」在英文寫作上的助益，贊成者與態度保留者幾占各半比率；對於學習風格的教學時機因大考在即，多持謹慎保留態度。受試者也表達了他們對於最有幫助及最困難的整體型及局部型閱讀策略的看法。
- 根據本研究的發現，研究者在文末提出數點教學建議及未來相關研究方向。

關鍵字：學習風格、場地獨立、場地依賴、閱讀策略

Abstract

The present study aims to probe into the relationship between FD/FI learning styles and reading strategy use through RSI. Seventy five students of two 12th-grade senior high school classes in Tao-Yuan County were selected as one field dependent (FD) group and one field independent (FI) group. Five instruments were used: Group Embedded Figure Test (GEFT), General English Proficiency Test (GEPT), a reading strategy questionnaire (Questionnaire I), a pre-and post-test, and a students' responses questionnaire (Questionnaire II).

Research procedures are divided into three major stages. At the first stage, Reading Comprehension Test and Questionnaire I before RSI were conducted. Reading Comprehension Test is to understand the subjects' language proficiency on the initial stage. Questionnaire I is employed to check out student's reading strategy use before RSI; At the second stage, FD/FI learning styles' instruction, RSI, and an analysis and practices of the GSAT/DRT reading comprehension tests in the JCEE from 1996 to 2011 were executed. FD/FI learning style instruction is to make students understand learning styles and be aware of their learning styles' tendencies and possible limitations. RSI is to introduce global and local reading strategies to students. The analysis of the reading comprehension tests of the GSAT/DRT in the JCEE from 1996 to 2011 is to have students grasp the JCEE's reading testing trends. The practices are to familiarize students with using these global and local reading strategies. At the third stage, Reading Comprehension Test after RSI, Questionnaire I after RSI, and Questionnaire II were carried out. Reading Comprehension Test after reading strategy instruction (RSI) is to examine the teaching effectiveness of RSI. Questionnaire I after RSI is to see if there is any significant difference in reading strategy use by the FD/FI groups before and after RSI. Questionnaire II is to draw participants' feedbacks on RSI and seek pedagogical suggestions.

Major findings are summarized as follows.

(1) There were significant differences between the FD group and the FI group in the pre-test and post-test. The FD group performed better than the FI group both before and after RSI; however, the FI group improved better than the FD group after RSI.

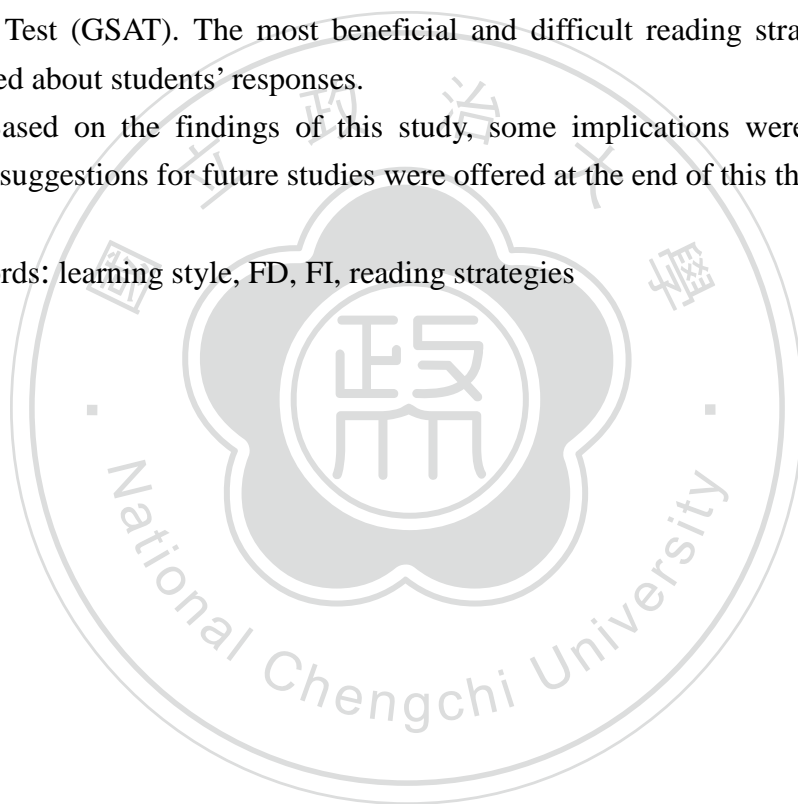
(2) Different FD/FI learning styles affected the use of global and local reading strategies. After RSI, the FD and FI groups used the significantly different global/local reading strategies in the "identical" items [see Table 4.8 (A), p.81]. in addition, the FD and FI groups used the significantly different global/local reading strategies in the "different" items [see Table 4.8 (B)].

(3) Different FD/FI learning styles virtually affected learners' performance in different reading question types. After RSI, the FD group performed better than the FI group in the global question types "style/toner," "inference," and in the local question type "bold word," while the FI group performed better than the FD group in the global question types "the main idea," "writing purpose," and in the local question types "detail" and "reference."

(4) Most students considered RSI useful, giving positive responses to this Reading Strategy Instruction (RSI) and learning style instruction. They were not so afraid of reading lengthy passages and became more confident. Half of the students agree with the effectiveness of RSI on writing, while another half of them held a conservative attitude towards that of RSI due to the upcoming General Scholastic Ability Test (GSAT). The most beneficial and difficult reading strategies were also discussed about students' responses.

Based on the findings of this study, some implications were provided and several suggestions for future studies were offered at the end of this thesis.

Key words: learning style, FD, FI, reading strategies



CHAPTER 1

INTRODUCTION

The introduction consists of four parts: (1) background and motivation; (2) the purpose of the study; (3) the significance of the study, and (4) the organization of the thesis.

1.1 Background and Motivation

Undoubtedly, students have a lot of differences. Town (2003) noted that physical differences such as height, facial characteristics and tone of voice, are the most obvious ones. It is also observable in the class that some students around us are good at memorizing something, while others think of memorizing as boring, good at analyzing or thinking inherently, instead. Some are specialized in arts, literature, history and language learning, while others are interested in science, physics, chemistry, engineering, and the like. Some pay close attention to the lectures teachers give, take note of what their teacher says and everything on the blackboard, while others may be absent-minded or day-dreaming even though they are in class. Some may be more concentrated but slow-witted, while others speak more actively in response to teacher's questions. Some may look "indifferent, cold, and distant" (Richard & Stephen, 1998, p.2), while others are friendly, sensitive and sociable. Understanding all these differences can be a prerequisite for recognizing the existence of individual learner differences among students, which may directly or indirectly influence their learning outcomes since learners will bring several

individual characteristics to their learning process. The better researchers understand learner's differences, the more constructive and facilitative instructions researchers can provide. That is the reason why the present study attempts to concentrate on the individual differences, in learning styles in the educational context (Brown, 2000) to probe into their relations to language learning and teaching.

Reading comprehension has always been of great concern in the academic community. Tsao (1992) observed two great shortcomings of reading instructions in Taiwan. The first one is the incapability of fostering, developing and cultivating students' autonomous or independent reading habits. The second one is that students pay so close attention to the words in detail, or overanalyze the sentence structures, as to miss the "main ideas" or the "central thoughts" of the text. That is, they only read word for word and phrase by phrase without reading lexical chunks. They cannot make an educated guess for the real meanings by using the context and their background knowledge. These dilemmas they encountered come as a result of our traditional examination-oriented learning environments, i.e., learning not for information and pleasure, but exams.

Too caring about the scores deprives them of the pleasure of reading and they are naturally and inevitably being directed to the details. That is, they read bits and pieces, word for word, and sentence by sentence. They cannot help striving to keep everything in mind, and definitely, the time for reading comprehension and getting the "whole" picture of the article is occupied. They just see "the trees," but lose "the entire fascinating and marvelous forest." They unconsciously adopt the so-called "riot learning," instead of "meaningful learning" (Anderson & Ausubel 1965, cited by Brown, 2000). It is natural and habitual for them to be led to read the text in an analytic way. This is one kind of the characteristics of the FI learner's

learning style, tending to be attentive to details, and processing information in parts (Riding & Rayner, 1998). In a sense, while reading they are too clear-cut and too demanding learners without any ambiguity tolerance (Brown, 2000). They can't stand up with any vague, uncertain, ambiguous contexts, situations or surroundings as long as they come across some unfamiliar words or complex structures.

Apart from the above unfavorable learning phenomenon, another trend should be noticed that the reading workload for test-takers has recently been increased (see Appendix A). According to a statistics on the word numbers in the reading comprehension tests from 1996 to 2011 (words in question items included), the average word numbers of the reading passages are increasing. The average word number of the reading passage was 377 from 1996 and 2001; 420 words from 2002 and 2006, and close to 450 words from 2007 and 2011. Apparently, the requirement of the reading test is getting more and more demanding. Students should not only increase their reading speed but enhance their skills in reading comprehension.

Simply put, reading is no longer an exciting, thrilling, inviting and intoxicating adventure of "a psychological guessing game" (Goodman, 1967, p.497). It is more like crawling into the swamp for those learners who are accustomed to reading word for word and sentence by sentence. This experience turns out to be a kind of slow, slimy, unpleasant, strenuous, painstaking, and grueling ordeal (Tsao, 1992). However, if FI and FD learners are given particular treatment as done in this thesis, FI learners could understand FD learners' learning advantages that could be complementary to FI learners' disadvantages, and vice versa. Just take FI for instance, after the treatment, they are able to learn to perceive or interpret information as a whole. They will no longer pay too much attention to details. They can avoid being caught on the spot. They will get the literal meanings, and simultaneously read between the lines.

They can get the implying meaning, read beyond the surface of the text, and further appreciate more valuable information the text conveyed.

1.2 Purpose of the Study

The purpose of the present research was first to examine the effects of reading strategy instruction (RSI) on both FD and FI groups. Accordingly, the researcher designed a teaching program in reading strategies, including global and local reading strategies. The researcher also intended to find out an overall picture of FD/FI learners' most frequently used global & local reading strategies before and after the instruction. Besides, through a careful analysis of reading comprehension test from 1996 to 2011, the researcher aimed to probe into reading question types, and further examine the relations between FD/FI learners and their performance in each question type. In addition, students' responses to the instruction were to be explored.

1.3 Significance of the Study

This study may serve as a practical guide and pave a feasible teaching and learning way for either teachers or students. That is, teachers and students may benefit from the results and implications of this research.

From a teaching perspective, this study will provide teachers with a better understanding of individual differences in the use of reading strategies. Then through teachers' reading strategy instruction, students would be able to tackle most of the reading problems, knowing how to read independently, how to tackle numerous unfamiliar words in the context, how to pay close attention to some details, and how to get the gist of a text. In addition to familiarizing teachers with their students' underlying learning styles, we hope that this study may propose a

possible feasible and effective reading strategy teaching program to teach reading skills.

From a learner's perspective, learners who know their own learning styles and preferred strategies through teacher's instruction not only broaden their cognitive horizons but also usher in more efficient learning. Through consciously and selectively reinforcing their cognitive strengths and advantages, hopefully, this study may provide EFL learners with valuable suggestions and profound insights. They could make good use of these reading strategies provided in this study, which may be more consistent with their learning styles, and thus greatly enhance their reading proficiency.

1.4 Organization of the Thesis

The organization of this thesis is comprised of five chapters. Chapter 1 is an introduction of the study, including background and motivation, purpose and significance of the study, and the organization of this thesis. Chapter 2 deals with literature review of the dichotomy of FD/FI, reading strategies, types of reading questions, and the relationships between FD/FI learning styles and reading strategy use. Then, research questions will follow to end the chapter. Chapter 3 describes participants, instrument, research procedures and data analyses. Chapter 4 centers on the research results. Finally, chapter 5 carries out a full discussion of the major findings, provides some pedagogical implications, presents limitations of this study, and gives suggestions for future research into teaching and learning FD/FI learning styles & reading strategies.



CHAPTER 2

LITERATURE REVIEW

In this chapter, the literature review is divided into five sections. The first section briefly defines FD/FI and elaborates on FD/FI learners' learning styles. The second section describes English reading strategies including global and local reading strategies, and then a total of 40 reading strategies to be used in reading comprehension instruction. The third section elaborates on the types of reading comprehension questions. The fourth section involves FD/FI learners' learning styles and their use of English reading strategies. The last section puts forwards the research questions of this study.

2.1 FD/FI Learning Styles and Left/Right Brain Functioning

This section will deal with the origin of FD/FI, discuss FD/FI learners' learning styles, and clarify the relationships between right/left brain functions and FD/FI learning styles.

2.1.1 The Origin of FD and FI

Originating from the cognitive psychology, field-dependence (FD) and field-independence (FI) have received greatest attention and have been one of the most widely researched in second language acquisition. The FD and FI were originally found by Witkin (1948) in a laboratory trying to understand and determine how people locate perception of the upright. Quite unexpectedly, the

findings of the three orientation tests—the Body-Adjustment Test (BAT), the Rod-and-Frame Test (RFT), and the Rotating-Room Test (RRT) (Liao, 2007; Witkin & Goodenough, 1981), revealed that “the subjects were markedly different from one another” (p.7), and “the individual differences represented differences in the tendency to use the external visual field, or internal body itself as a primary referent for perception of the upright (p.13).”

Later, Witkin (1950a, as cited in Witkin & Goodenough, 1981) designed a test, the Embedded-Figures Test (EFT), requiring the subjects to find a simple figure hidden in a complex design. To locate the simple figure, the subjects need to break up the organized pattern so as to expose the embedded figure. He discovered that those subjects who had difficulties separating the simple figure from the embedding or complex design were field dependent (FD). They also could not easily keep body or rod separate from room or frame in the orientated tasks. Conversely, those subjects who could easily locate or differentiate the simple figure within the organized complex design were field independent (FI). The field dependence and field independence were therefore generally used to involve “individual differences in ease or difficulty in separating an item from an organized field or overcoming an embedding context” (Witkin et al., 1954, cited by Witkin & Goodenough, 1981, p.15).

Afterwards, the findings were applied to social behavior and interpersonal relations. Witkin & Goodenough (1981) mentioned that those people who were field dependent (FD) and did less well on the EFT were “warm, affectionate, accommodating, tactful, non-evaluative and accepting of others, not likely to express hostility directly against others, and want to help others.” It is reasonable that FD people have less cognitive restructuring skills or competencies because of

doing less well on the EFT, but have more interpersonal competencies because of their sensitive to others. In contrast, those people who were field independent (FI) and do well on the EFT were “demanding, inconsiderate, manipulating others as a means of achieving personal ends, cold and distant in relation with others” (p.44). It makes sense that FI people have more cognitive restructuring skills or competencies because of doing well on the EFT, but have less interpersonal competencies because of their insensitive to others. Therefore, people who like to be with others, sensitive to others that helps them to acquire social skills and interpersonal competencies are field-dependent (FD), while people who have tendency to be occupied with own thoughts and responses, insensitive to others, insensitive to social undercurrents, and relatively less need to be with people are field-independent (FI).

Since FD and FI have relation with social behavior and interpersonal competencies, environmental variables, for instance culture and socialization, would inevitably play important roles in the development of FD and FI. In sedentary farming groups, agricultural farmer-herder cultures and societies, obedience and compliance are more emphasized. So those groups, cultures and societies tend to evolve and develop greater field dependent people. In contrast, in migratory hunting groups, in nomadic, mobile hunter-gatherer cultures and societies, autonomy and self-reliance are more emphasized. So those groups, cultures and societies tend to evolve and develop greater field independent people. Moreover, regarding very early studies on the role of socialization, for example in child-rearing practices, researches on the FD and FI cognitive styles also had fruitful outcomes. Witkin et al. (1962, cited by Witkin & Goodenough, 1981) indicated that families encouraging “continued reliance on parental authority”, i.e.,

families urging conformity and authority (non-self) are more likely to have field dependent children. Contrarily, families encouraging “less reliance on parental authority”, i.e., families promoting “separate autonomous functioning” (self) are more likely to have field independent children.

2.1.2 FD/FI Learners’ Learning Style

There is no one universally accepted definition of learning style. The most frequently cited appears to be “cognitive, affective, and physiological [psychomotor] traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (Keefe, 1979, cited by Wyss, 2002, p.1). Messick (1984) defined learning style as “consistent orientation toward learning and studying.” Rebecca (2004) stated that “learning styles are on a continuum and they are not black or white categories.” The continuum, according to Messick (1994), is “not a point”, but “a range or a scope.” He also made the following statement, “Persons with a broader range might be flexible, mobile, and adaptive in their manifest behavior, depending on the environmental contexts or particular circumstances” (p. 124). Entwistle (1988) referred to learning style as a kind of general tendency to adopt a particular strategy to tackle problems. Oxford described that “Learning styles refer to the learners’ preferred mode of dealing with new information, includes a construct known as cognitive style” (1990b, as cited by Chiang, 2004, p. 7). That is, learning style is “a consistent, and relatively stable tendency,” and can be characteristically defined as cognitive, affective, and social factors that influence how learner perceive, interact with and react to learning environment.

Since this research will concentrate on cognitive factors, we must proceed to

define cognitive styles. According to Messick (1984), “*cognitive styles* are individual consistencies in perception, memory, thinking, and judgment such as field dependence versus field independence (p.121).” Riding and Rayner (1998) also indicated that “cognitive style is understood to be an individual’s preferred and habitual approach to organizing and representing information (p.15).” Chapelle and Green (1992) defined FI/D as a cognitive style, a bipolar, stable trait affecting how one thinks, feels, and behaves. In other words, cognitive styles are individual consistent, preferred, and habitual approach to perceiving, memorizing, pondering, judging, organizing and representing information.

To distinguish learning style from cognitive style, the former is a broader term; even most people often view them as exactly the same in some ways, or do not give clear definitions. Wyss (2002) and Brown (2000) noted, “When cognitive styles are related to an educational context, they are generally referred to as learning styles.”

However, a multitude of researchers have made comparisons between FD/FI learners learning styles (Ellis, 1993; Ferrell, 1971; Garger and Guild, 1987; Jonassen & Grabiwsju, 1993; Linda Suskie, 2002; Musser, unknown; Pask, 1988; Riding & Rayner, 1998; Saracho & Spodek, 1981; Whitefield, 1995; Willing, 1988; Witkin & Goodenough, 1981; Wyss, 2002). With a view to having direct and reader-friendly understanding and catching the key concepts of FD/FI, a dichotomy between FD/FI learners’ learning styles is one-to-one presented (see Table 2.1).

Table 2.1 A Dichotomy of FD/FI Learners' Characteristics

Field Dependence	Field Independence
Information Processing	
<p>1. Global/Whole/ Holistic i.e. perceive field as a whole; parts are fused with background</p> <ul style="list-style-type: none"> ▪ focus on the whole rather than the parts ▪ process information as a whole ▪ rely on the surrounding perceptual field ▪ see things in the entire perceptual field ▪ see the perceptual field as a whole ▪ experience in a global fashion ▪ ▪ perceive globally ▪ global ▪ have less analytic skills ▪ conceptually oriented ▪ generalized perception ▪ not attentive to detail ▪ broad categorizing ▪ make broad general distinctions among concepts, see relationship ▪ have difficulty separating the part from the complex organization of the whole (see the forest rather than the trees) ▪ adopt the holist-like style of cognition ▪ use one's entire surroundings to process information ▪ process information globally, less analytical ▪ be inclined to organize information into loosely clustered wholes ▪ experience their environment in a relatively global fashion by conforming to the effects of the prevailing field or context ▪ experience item as fused with its context; what is interesting is the impression of the whole ▪ resist analysis or decomposition ▪ have less disembedding ability ▪ ▪ have less cognitive restructuring skills/competencies 	<p>1. Analytic/Serial i.e. perceive a field in terms of its component parts; parts are distinguished from background</p> <ul style="list-style-type: none"> ▪ focus on the parts rather than the whole ▪ process information in parts ▪ perceive objects as separate from the field ▪ see things in separate perceptual field ▪ see the perceptual field as separate ▪ experience in an articulate fashion ▪ perceive analytically ▪ analytic ▪ have analytic skills ▪ detail-oriented ▪ focused perception ▪ attentive to details ▪ narrow categorizing ▪ make specific concept distinctions, little overlap ▪ good at separating the part from the complex organization of the whole (see the trees rather than the forest) ▪ rely more on a serialist-like style of cognition ▪ can make choices independent of the perceptual field ▪ can easily break the field down into its component parts ▪ tend to organize information into clear-cut conceptual groupings ▪ ▪ can abstract an item from the surrounding field reorganized in different contexts ▪ ▪ find it relatively easy to detach a perceived item from its given background ▪ like to analyze or decompose ▪ have relatively high disembedding ability ▪ have greater cognitive restructuring skills/competencies

<ul style="list-style-type: none"> ▪ tendency to be "impulsive" in thinking tasks; "plays hunches" ▪ person's mental processing is activated by relatively higher-intensity stimulus; therefore likes rich, varied input 	<ul style="list-style-type: none"> ▪ tendency to be "reflective" and "cautious" in thinking task ▪ the person's mental processing can be strongly activated by low-intensity stimulus; hence dislikes excessive input
Autonomous Functioning & Learning Strengths	
<p>2. <i>Dependent</i> i.e. the self view is derived from others</p> <ul style="list-style-type: none"> ▪ less autonomous fashion ▪ greater reliance on external referents ▪ less individual autonomy ▪ non-self (rely more on the teacher and peer support) ▪ externally directed ▪ externally motivated ▪ depend on authority ▪ rely on external frame of reference in processing information ▪ rely on external referents for psychological functioning ▪ require externally defined goals and reinforcements ▪ take the field "as is" ▪ use spectator approach for concept attainment ▪ conventional, traditional ▪ influenced by the salient features ▪ accept structure ▪ need organization provided ▪ search for social cues in those around them as a source of information ▪ accept ideas as presented ▪ ▪ get feelings/decisions from others ▪ attend best to material relevant to own experience ▪ perceptions are influenced by the environment ▪ need more explicit instructions when material to be learned is disorganized ▪ must be provided with an external structure ▪ affected by instructor's interaction and respond more to 	<p>2. <i>Independent</i> i.e. sense of separate identity</p> <ul style="list-style-type: none"> ▪ more autonomous fashion ▪ greater reliance on internal referents ▪ greater individual autonomy ▪ self (rely more on the self); self-reliant ▪ internally directed ▪ intrinsically motivated ▪ depend on their own standards and values ▪ rely on internal frame of reference in processing information ▪ rely on themselves as primary referents ▪ have self-defined goals and reinforcements ▪ change the field ▪ use hypothesis-testing approach to attain concepts ▪ experimental ▪ generate own hypotheses ▪ generate structure ▪ can self-structure situations ▪ oriented towards active striving by themselves ▪ represent concepts through analysis ▪ less affected by format/structures ▪ interested in new concepts for their own sake ▪ perceptions are not influenced by the environment ▪ create their own models for things they want to understand or articulate to others ▪ typically not influenced by the existing structure ▪ be capable of imposing their own cognitive structure on situations

<ul style="list-style-type: none"> reward and punishment ▪ appear likely to adhere to the field as given ▪ learning performance much improved if group or authority figures give praise ▪ less likely to direct own learning; may function well in quasi-autonomy (e.g. "guided discovery") ▪ perform best on tasks calling for intuitive "feel" for language (e.g. expression; richness of lexical connotation; discourse; rhythm and intonation) ▪ prefer material which has a human, social content, or which has fantasy or humor; personal, musical, artistic ▪ have affinity for methods in which various features are managed simultaneously, realistically in significant context ▪ global approach to learning ▪ right hemisphere strengths 	<ul style="list-style-type: none"> ▪ may be more likely to go beyond the information given ▪ high self-esteem, not ultimately dependent upon the opinion of others ▪ likely to set own learning goals and direct own learning ▪ perform best on "analytical" language tasks (e.g. understanding and using correct syntactical structures; semantically ordered comprehension of words; phonetic articulation) ▪ favor material tending toward the abstract and impersonal, factual or analytical, useful ideas ▪ have affinity for methods which are: focused, systematic, sequential, cumulative ▪ local approach to learning ▪ left hemisphere strengths
<p>Human Relations</p>	
<p>3. <i>Socially sensitive</i> i.e. greater skilled in interpersonal/social relationships</p> <ul style="list-style-type: none"> ▪ interpersonal orientation ▪ sociable and gregarious ▪ have greater interpersonal skills/competencies ▪ communication style ▪ prefer to work collaboratively ▪ like to be with people ▪ greater desire to be with people ▪ need friendship ▪ warm, affectionate, tactful, accommodating, non-evaluation and accepting of others ▪ strongly interested in people ▪ affected by stress ▪ more affected by criticism ▪ learn material with social content best ▪ attentive to social information 	<p>3. <i>Not so socially aware</i> i.e. less skilled in interpersonal/social relationships</p> <ul style="list-style-type: none"> ▪ impersonal orientation ▪ individualistic ▪ have less interpersonal skills/competencies ▪ competitive ▪ prefer to work independently ▪ like to be alone ▪ relatively less need to be with people ▪ reserved, aloof, distant in relation with others ▪ cold, demanding, inconsiderate, manipulating others as a means of achieving personal ends ▪ appear to be cold and distant ▪ ignore external stress ▪ less affected by criticism ▪ learn social material only as an intentional task ▪ inattentive to social information

<ul style="list-style-type: none"> ▪ sensitive to others that helps them to acquire social skills ▪ pays more attention to social cues ▪ ▪ conflict resolution ▪ affiliation oriented ▪ get closer to the person with whom they are interacting ▪ tend to show traits of extraversion ▪ prefer occupations that require involvement with others ▪ be good at social science: social science teachers, business teachers, personnel manager in business, writers, psychiatric nursing, personal management, health counselor ▪ tendency to experience and relate not as a completely differentiated "self" but rather as---to a degree--- fused with group and with environment ▪ greater tendency to defer to social group for identity and role-definition ▪ more other-oriented (e.g. looking at and scrutinizing other "faces"); usually very aware of other "feelings" in an interaction; sensitive to "cues" 	<ul style="list-style-type: none"> ▪ insensitive to others that makes them lacking social skills ▪ insensitive to social undercurrents ▪ philosophical, cognitive ▪ distant in social relations ▪ socially detached ▪ ▪ tend to show traits of introversion ▪ ▪ prefer occupations that allow them to work by themselves ▪ be good at scientific field: natural science teachers, pilots, astronauts, engineers, surgical nursing, architects, production managers in business ▪ greater tendency to experience self as a separate entity; with, also a great deal of internal differentiation and complexity ▪ personal identity and social role to a large extent self-defined ▪ more tendency to be occupied with own thoughts and responses; relatively unaware of the subtle emotional content in interpersonal interactions
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To sum up, on one hand, those FD learners with a global perspective see things in the entire perceptual field, i.e., seeing “the forest” rather than “the trees”. On the other hand, those FI learners with an analytic style create their own models for things they want to understand or articulate to others, i.e., seeing “the trees” instead of “the forest” (Musser, n. d.). To put it another word, FD learners have difficulty separating the part from the complex organization of the whole, whereas FI learners have trouble getting the broad or global picture or perspective.

That is, the main characteristics of the FD learners are as follows: First of all, they perceive field as a whole or parts as fused with background, and they are personal-orientated relying on external frame of reference in information

processing. Second, they are dependent deriving the self view from others. Third, they are socially sensitive in interpersonal or social relationships.

On the contrary, the FI learners are firstly analytic perceiving a field in terms of its component parts, or see parts distinguished from background, and they are impersonal-orientated relying on internal frame of reference in processing information. Second, they are independent with a sense of separate identity. Third, they are not so socially aware or less skilled in dealing with interpersonal or social relationships.

Both FD and FI learning styles have their advantages and disadvantages in FL learning. In reading comprehension the FD learners with a holistic/whole/global perspective may have better performance in identifying main idea, drawing conclusions, or moral lesson, finding out the writing purpose, the best title of the article, and the source of the passage, drawing implications and inferences, as well as recognizing style or tone. However, the FD learners with a global perspective may not perform better in analyzing, which causes difficulty in focusing on details or getting better grasp of the precise meaning of specific words or phrases.

The FI learners, by contrast, may be good at finding details and determining the meaning of words or phrases in a context. Yet, “cognitive tunnel vision (FI)” (Wyss, 2002, p.1; Brown, 2007, p.121) prevents FI learners from seeing a big picture. It is easy for them to get "stuck" in those unfamiliar words or ambiguous grammatical structures. Thus, the FI learners with an analytic perspective may not excel in answering those reading question types requiring them to get broad or general ideas about the whole text.

To conclude, the strengths and weaknesses of FD/FI are complementary. That is, the strengths of FD can make up for the weaknesses of the FI learners' in getting

the general or broad idea of the reading tasks, and vice versa. How can the FD learners be taught to focus on details or get better grasp of the precise meaning of words or phrases, and how can the FI learners be taught to ignore details or tolerate ambiguity to get the main idea of a reading passage? The key to success for the learners lies in the profound understanding of the advantages and disadvantages of their FD/FI learning styles.

2.1.3 Left/Right Brain Functioning

Before we further move on to global and local reading strategies, which are closely related to FD/FI respectively, it is worthy of our mentioning about the right/left brain functioning, which is also tightly linked to FD/FI respectively. So to facilitate us better understanding FD/FI learning styles, it is necessary for us to add a discussion about left- and right-brain functioning.

Researchers put lots of emphases on the study on the functions of the left-and right-brain to develop a theory of second language acquisition. Torrance (1980, cited by Brown, 2007) listed several characteristics of left-and right-brain dominance (see Table 2.2).

Brown (2000) noted that” the left brain is associated with logical, analytical thought, with mathematical and linear processing of information. The right brain perceives and remembers visual, tactile, and auditory images; it is more efficient in processing with holistic, integrative and emotional information” (p.125). Krashen, Seliger, and Hartnett (1974, cited by Brown, 2000) proved that left-brain-dominant learners preferred a deductive teaching environment, while right-brain-dominant learners preferred an inductive style teaching classroom.

Table 2.2 Left- and Right-brain Characteristics

Left-Brain Dominance	Right-Brain Dominance
Analytic reader	Holistic/ synthesizing reader
Experiments systematically and with control	Experiments randomly and with less restraint
Planned and structured	Fluid and spontaneous
Prefers multiple-choice tests	Prefers open-ended questions
Favors logical problem solving	Favors intuitive problem solving
Intellectual	Intuitive
Prefers established, certain information	Prefers elusive, uncertain information
Rarely uses metaphors	Frequently uses metaphors
Control feelings	More free with feelings
Not good at interpreting body language	good at interpreting body language
Remembers names	Remembers faces
Responds to verbal instructions and explanations	Responds to demonstrated, illustrated, or symbolic instructions
Reliance on language in thinking and remembering	Reliance on images in thinking and remembering
Prefers talking and writing	Prefers drawing and manipulating
Make objective judgments	Make subjective judgments
Prefers deductive teaching style	Prefers inductive teaching style
Better at producing separate words, gathering the specifics of language, carrying out sequences of operations, and dealing with abstraction, classification, labeling and reorganization	Better at producing whole images, generalizations, metaphors, and emotional reactions

(Adapted from Torrance, 1980)

Brown also cited Stevick's conclusion (1982) that "left-brain-dominant language learners are better at producing separate words, gathering the specifics of language, carrying out sequences of operations, and dealing with classification, labeling and reorganization. On the contrary, the right-brain-dominant language learners seem to deal better with whole images, with generalizations, and with emotional reactions and artistic expressions" (p.119).

That is, the right-left brain is, in some ways, in correspondence to the FD-FI learning styles. The characteristics of the right-brain, such as synthesizing, fluid, and spontaneous, more free with feelings, good at interpreting body language, better at producing whole images, generalizations, metaphors, and emotional

reactions, are similar to those of the FD learning style.

In contrast, the characteristics of the left-brain, such as analytic, planned and structured, less free with feelings, not good at interpreting body language, better at producing separate words, gathering the specifics of language, carrying out sequences of operations, and dealing with abstraction, classification, labeling and reorganization, are similar to those of the FI learning style.

To conclude, the functions of the right-brain are close to those of the FD; the functions of the left-brain are close to those of the FI. However, Brown (2007) reminded that "few studies in the literatures have set out explicitly to correlate these two factors (p.126)". At least, better understanding the different functions in the left- and right-brain are beneficial to help us better realize the differences in the FD and FI learning styles.

Much like the left- and right-brain functioning, FD and FI, as one branch of cognitive styles, or learning styles in educational context, could be an effective way to distinguish individual differences in strategy use. The study on the left- and right-brain functioning may help us get profound meanings, draw implications, understand FD/FI learners' learning styles, and further facilitate second language learning and teaching.

2.2 Global and Local Reading Strategies

Under no circumstance is reading an easy interpreting process. Goodman (1970) proposed that "reading is a psycholinguistic guessing game" (p. 497). This indicates that reading is closely related to learners' mental activities. It is definitely more associated with learners' learning styles/cognitive styles/field dependence (global) and field independence (analytic), the main focus in this study. Frank (n.d.)

also pointed out that “reading is from behind the eyes” (p. 12), indicating that the essential skill of reading is to depend upon the eyes as little as possible. Reading is a mysterious behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended. That is why numerous researchers make every effort to uncover the mysterious veils on reading comprehension, to tackle difficult reading problems or tasks, and to find useful and effective reading strategies.

In defining reading strategies, Janice et al. (1991) provided precious definitions of strategy identified from cognitively focused reading research. They stated:

Strategies are thought of as conscious, instantiated, and flexible plans readers apply and adapt to a variety of texts and tasks. . . .**Strategies** emphasize intentional and deliberate plans under the control of the reader. . . .**Strategies** are inherently flexible and adaptable. . . .**Strategies** imply metacognitive awareness. (p.242)

They further furnished learners with five strategies: (1) determining importance finding the main idea, i.e., topic, topic sentence, key word, thesis, or theme, etc.; (2) summarizing information; (3) drawing inference from what they read; (4) generating questions to lead to deeper levels of text processing, and (5) monitoring comprehension to modify learners’ strategic processes while reading (p.242-249).

While Janice et al. classified strategies into five kinds, Young (1993) categorized strategies into two major groups that would facilitate the research of this thesis — the global strategies and the local strategies.

The global reading strategies include: (1) skimming, reading headings, subheadings subtitles and looking at pictures; (2) anticipating content; (3) recognizing text structure; (4) integrating information; (5) reacting to the text; (6) speculating beyond the information in the text; (7) acknowledging lack of background knowledge; (8) reading ahead; (9) visualizing; (10) identifying main ideas; (11) drawing conclusions or using inference, and (12) using background knowledge. **The local reading strategies** include: (1) stating understanding of words/vocabulary; (2) skipping unknown words; (3) expressing use of gloss; (4) breaking lexical into parts; (5) using cognates L1 and L2 to comprehend; (6) solving vocabulary problem; (7) translating a word or phrase into L2; (8) questioning meaning of a word; (9) identifying through circling, underlining, or placing an arrow, words/phrases not understood; (10) questioning meaning of a clause or sentence; (11) using knowledge of syntax and punctuation or other grammar; (12) monitoring reading pace and reading behavior, and (13) paraphrasing. (p. 463-467).

Therefore, the reading strategies in this study will comprehensively cover the global strategies and the local strategies. The global reading strategies include three parts: the organization and content in the text, the organization in the paragraph, and the author's writing crafts. The local reading strategies entail more specific strategies about the content in the paragraph.

Before elaborating on the global and local strategies, it is worth noting that the difference between these two strategies is a relative concept. In a text, the formation of introduction, body and conclusion, and the content (to achieve *qi, cheng, zhuang, ho*) is from a global perspective relative to global strategies. In each body paragraph, the structure of the opening sentence/the topic sentence, the supporting sentences, and the closing sentence are also from a global perspective relevant to global strategies. Except for achieving coherence through the successful use of cohesions, the content in a paragraph (to achieve cohesion) is from a local perspective related to local strategies. Considering the author's writing crafts, only by finishing the whole text could readers realize the writer's attitude, and determine the text source, get the final ideas about how the writer starts his/her introduction, and conclusion, which are from a broader perspective related to global strategies.

For a quick access, see Table 2.3. Full elaboration on items related to global and local reading strategies are provided in Appendix B.

Table 2.3 A Classification of Global and Local Reading Strategies

Discourse	Global Strategies	Local Strategies
Text	the organization and content in a text (to achieve <i>qi, cheng, zhuang, ho</i>)	
Paragraph	the organization in a paragraph and the content in a paragraph (to achieve coherence)	the content in a paragraph (to achieve cohesion)
Author's Writing Crafts	Techniques to compose the introduction, the conclusion, and to reveal his/her attitude, and writing purpose, etc.	

I. Text: Global Strategies (to Achieve *Qi, Cheng, Zhuang, Ho*)

To facilitate doing the research, the present writer will discuss the global reading strategies on the organization in a text (Items 1~2), and also the global reading strategies on the content in a text (Items 3~5).

A. Global Strategies—the Organization in a Text (Items 1, 2)

1. First of all, the organization in a text consists of several paragraphs: **the opening**/beginning/introductory **paragraph** (introduction), **the main**/supporting **paragraph** (body), **and the closing**/ending/concluding **paragraph** (conclusion). (Adams & Brody, 1995, p.267-269). “A paragraph is a group of related sentences that discuss one (usually only one) main idea” (Oshima & Hogue, 2006, p.1).

(Example: see Appendix B, Q1)

2. To clarify the relationships among paragraphs, readers should pay attention to **the coherence of the paragraphs**, pertaining to “global coherence” (Yang, 2006, p. 295).

(Example: see Appendix B, Q2)

B. Global Strategies – the Content in a Text (Items 3, 4, 5)

3. Concerning the content in a text, **titles, subtitles, figures, or tables** can be utilized to present the main idea of the text. All information on “titles, subheadings, figures, tables and bold-type or italic letters, as well as short summaries,” has a potential for providing structure clues (Riding & Rayner, 1998, p.141).

(Example: see Appendix B, Q3)

4. Learners should pay close attention to **every sentence in the first paragraph** (the opening paragraph/introduction), **especially the thesis statement** to make sure the main idea of a passage. “Opening paragraphs usually consist of two sections: an introduction and a thesis. The introduction is made in the initial sentences; the thesis is, traditionally, the final sentence of the paragraph” (Winkler & Metherell, 2012, p.121). The thesis is a statement that summarizes the information the author tries to convey; thesis statement is the central idea of a passage, a text or, a paper. Through thesis statement readers can “know what to anticipate and predict major divisions in the structure of the text” (p.77).

(Example: see Appendix B, Q4)

5. Learners should pay close attention to **every sentence in the last paragraph** (the closing paragraph/ the concluding paragraph/ the conclusion) to ensure getting the information conveyed in the text. Generally the last paragraph “sums up the discussion and restates major ideas” (Winkler & Metherell, 2012, p.61).

(Example: see Appendix B, Q5)

II. Paragraph: Global Strategies (to Achieve Coherence) and Local Strategies (to Achieve Cohesion)

A. Global Strategies – the Organization in a Paragraph (Items 6, 7, 8, 9)

To proceed to the reading strategies in a paragraph, the writer will further discuss the global reading strategies on the organization in a paragraph (Items 6 ~ 9), and the local reading strategies on the content in a paragraph (Items 10 ~ 33).

6. The organization of the paragraph, or the paragraph structure is made up of a topic sentence, supporting sentences and a closing sentence. “A topic sentence is the most general statement in the paragraph because it gives only the main idea. It briefly indicates what the paragraph is going to discuss” (Oshima & Hogue, 2006, p.4). It is common that **the topic sentence** (the main idea **of the paragraph**) is stated in the first sentence (or in its initial sentences) (Oshima & Hogue, 2006; Winkler & Metherell, 2012). In some situations, the topic sentence occurs in the middle of the paragraph, or in the last sentence (Mo et. al. 2011, pp. 23-25). Oshima & Hogue (2006) also added that “experienced writers sometimes put topic sentences in other locations, but the best spot is usually right at the beginning” (p.5). Kaplan (1984, as cited in Mo, 1987) described oriental writing paragraph development as “turning and turning in a widening gyre,” whereas an English expository paragraph is dominantly linear and usually begins with a topic sentence. This leads to two distinctive ways to develop paragraphs—deductive reasoning and inductive reasoning. Deductive reasoning, according to the definition of Collin’s dictionary, involves deducing conclusions logically from other things that are already known. So most English paragraphs develop the topic sentence in the first sentence. As for inductive reasoning, it is based on

the process of induction. So the topic sentence may lie in the last sentence. It is not common and occasional to find out the topic sentence in the middle of the paragraph.

(Example: see Appendix B, Q6)

7. The supporting sentences develop the topic sentence; they explain or prove the topic sentence by giving more information about it (Oshima & Hogue, 2006, p.3). In other words, the supporting sentences are those clear, specific and distinctive examples, evidence, definitions and explanations to back up the topic sentence. Previous studies (Adams & Brody, 1995; Lu, 2002; Mo, 1987; Mo, 1990; Mo et al. 2011) have provided many ways of development of supporting sentences: by definition, by specific detail, by example, by comparison or contrast, by classification or division, by cause and effect. Yung (2006) also noted that ten ways are offered to develop supporting sentences: chronological order, special order, order of importance, cause and effect, examples, classification, enumeration, comparison or contrast, illustration or reason, and definition (p.301). What's more, Mikulecky & Jeffries (1996) and Goldstein & Johnson (2004) indicated that listing (of related ideas or examples), sequence, comparison or contrast, and cause & effect are the most four commonly used patterns. More than that, Adams and Brody (1995) also noted that the more common types of writing patterns founded in most textbooks and essays are the use of examples, comparison or contrast, definition, cause & effect, and combined patterns (pp. 45-55). Learners, therefore, should understand **the possible development patterns of the supporting sentences**, including chronological order, spatial order, or logical order.

(Example: see Appendix B, Q7)

8. Among the supporting sentences, **the cohesion of the preceding or the next sentences** (the connection between two adjacent sentences) is achieved by grammatical cohesion, pertaining to “local coherence“, e.g., time and place adverbs, conjunctions, parallelism, reference, and ellipsis, etc. (Yung, 2006, p. 295). Mo (1987, cited from Halliday and Hasan, 1976) also noted that “cohesion” could facilitate the connection between two adjacent sentences by “cohesive ties” (pp.186-187) , or by “lexicogrammatical sources of cohesion, including reference, substitution, ellipsis, conjunction, lexical reiteration and collocation” (Halliday & Matthiessen, 2004, pp. 532-538).

(Example: see Appendix B, Q8)

9. **“The closing sentence** signals the end of the paragraph and leaves the readers with important points to remember” (Oshima & Hogue, 2006, p.5). The closing/ concluding sentence is used to examine whether it echoes the statement of the topic sentence in each paragraph. It can also summarize the entire paragraph.

(Example: see Appendix B, Q9)

The relationships between Items 1~9 were illustrated in Table 2.4.

Table 2.4 Organization and Content in a Text

Title/Subtitle

Introduction – the opening/beginning/introductory paragraph

The opening sentence . . . The supporting sentences . . . The closing sentence . . . (thesis statement)

Body – the main/supporting paragraphs

The opening sentence/the topic sentence 1 . . . The supporting sentences . . . The closing sentence 1 . . .
The opening sentence/the topic sentence 2 . . . The supporting sentences . . . The closing sentence 2 . . .

Conclusion – the closing/ending/ concluding paragraph

The opening sentence . . . The supporting sentences . . . The closing sentence . . .
--

Before we dig into other reading strategies, it is a must to distinctively tell coherence from cohesion. According to the Collin's dictionary, "If something is **coherent**, it is well planned, so that it is clear and sensible and all its parts go well with each other"; " If there is **cohesion** within a society, organization, or group, the different members fit together well and form a united whole." Thus, to fit them into our context, we can adapt their meanings and explain as follows. An article with **coherence** means an article in which all the parts or ideas fit together well in an implicit, abstract, conceptual and logical connection so that they form a united whole, while an article with **cohesion** means an article in which sentences have close and appropriate relations through explicit and concrete cohesive devices. Oshima & Hogue (2006) further explained the coherence in writing by saying that "the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth" (p.61). "There must be no sudden jump. Each sentence should flow smoothly into the next one" (p.21).

B. Local Strategies—the Content in a Paragraph

(Items 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33)

After dealing with the global reading strategies on the organization in a paragraph (Items 6 ~ 9) and the differences between coherence and cohesion, we should proceed to the local reading strategies on the content in a paragraph to achieve cohesion with the exception of the content in a paragraph to achieve coherence. Given the reading strategies to achieve cohesion concerning the content in paragraphs, they are closely related to the characteristics of the FI learners' learning styles. In fact, having a good command of the possible on-going patterns

of supporting sentences might be equal to having a good control of the specific details.

The following Items (Items 10 ~ 33) are closely related to the frequently used words and cohesion. In a way, these clue words or phrases, sometimes called cohesive ties, transition words, or signals in the reading passage. Bolds in the parentheses represent special linguistic terms to correspondence with those in Halliday & Matthiessen (2004).

10. Narration:

An obvious feature of narration is the use of chronological order, so-called time order, or **temporal** sequence. In this pattern, the writer's main idea includes a series of events or steps that follow one after another. Events ordered by time or steps in a process are two common things in an article. Frequently used signals are such **chronological order/ time order/ temporal sequence/ temporal connectives/ the sequence of events/ enumerative**, as *when, before, after, since, as, while, until, till, as soon as; (correlative) first(ly), second(ly), last, last of all; (following) next, then, subsequently; (simultaneous) just then, here, now, (preceding) previously, hitherto, up to now; (conclusive) finally, last(ly), eventually, in the end, in the long run; (immediate) immediately, at once, right now, thereupon; (interrupted) soon, after a while; (repetitive) next time; (specific) next day, that morning; (durative) at the same time, simultaneously, in the meantime, meanwhile; (terminal) until then; (punctiliar) at this moment, temporary, permanently, for good, forever, etc.* (Adams & Brody, 1995, p.181; Halliday & Matthiessen, 2004, p. 541; Johnson, 1994, p.176; Mo, 1990, pp. 358-367; Winkler & Metherell, 2012, p. 107; Yung, 2006, p. 295).

(Example: see Appendix B, Q10)

By skimming the text, especially years, dates in English or Arabic numerals, and the words or adverbial phrases mentioned above, readers can quickly determine whether the passage is a narration or not. Since time order is extremely important element in a narrative genre, readers had better pay close attention to every detail and read step by step. Do not scan or just read the first and last sentences in each paragraph; otherwise, they will easily get confused in the process of searching for possible answer.

11. Narration:

Another specific feature of the narration is the character, the event, the time, the place, the thing, and the reason, etc., so readers should pay attention to the words or phrases regarding *who, what, when, where, which, how, why*, etc. (Mo, 1990, pp. 358-367).

(Example: see Appendix B, Q11)

12. Description:

With reference to descriptive writing, the words or phrases of adverbs are of great importance. Readers should be familiar with signals about **location, or spatial order**, such as *above, below, beyond, under, beneath, underneath, beyond, across, inside, outside, close by, nearby, adjacent to, elsewhere, etc.*, and the setting of the article or the story, such as, *on the other side of, in the neighborhood, at the outskirts of, here and now, here and there, up and down*, etc. (Johnson, 1994, p.176; Yung, 2006, p. 297)

(Example: see Appendix B, Q12).

13. Signals for addition:

Pay attention to the words or phrases regarding **additive/ additional connectives**, (**additive**) such as, *and, again, and again, also, and also, then, then again, plus*,

both...and..., not only A but also B, not only A but B as well, besides, moreover, furthermore, in addition (to), apart from, aside from, what is more, as well as, along with, together with, A, and B, as well as C, etc. (Adams & Brody, 1995, p.180; Johnson, 1994, p.176; McKay, 1987, cited by Brown, 2001, p. 211; Mo, 1987, p. 187; Mo, 1990, pp. 358-367; Winkler & Metherell, 2012, p. 107; Yung, 2006, p. 298)

(Example: see Appendix B, Q13)

14. Signals for cause and effect:

Pay attention to the words or phrases regarding **causal and resultative**, also called causality, cause and effect relationship, or cause-effect (hereafter mentioned). In this pattern, the writer's main ideas explain that one event or action causes another. The signals regarding **causal** words or phrases are such as *because, as, since, now that, in that, seeing that, concerning that, considering that, because of, due to, owing to, thanks to, on account of, for the sake of, result from, arise from, for the reason that, for this reason, for, may be due to, etc.* The signals regarding **resultative** are *therefore, as a result, as a result of, as a consequence, in consequence, consequently, accordingly, thus, hence, result in, bring about, give rise to, cause, lead to, contribute to, be conducive to, occasion, affect, present, so that, so, now, etc.* (Adams & Brody, 1995, p.182; Goldstein & Johnson, p. 9, 2004; Johnson, 1994, p.176; McKay, 1987, cited by Brown, 2001, p. 211; Mo, 1990, pp. 358-367; Yung, 2006, p. 301)

(Example: see Appendix B, Q14)

15. Signals for conditional:

Pay attention to the words or phrases regarding **conditional**, such as **(positive) if, only if, whether (or not), given that, as/so long as, on condition that, under the**

circumstances, (just) in case (that), in case of, in that case, in the event (that), suppose that, provided that; (negative) otherwise, or (else), unless, if not, less, for fear of, for fear that, fearing, etc. (Holliday & Matthiessen, 2004, p. 414, 541-543).

(Example: see Appendix B, Q15)

16. Signals for aim/goal/purpose:

Pay attention to the words or phrases regarding **aim, goal**, purpose, or **intention**, such as *to, in order to, so as to, with a view to, with an eye to, for the purpose of, in order that, so that, to the end that, for that purpose, with this in view, etc.*

(Holliday & Matthiessen, 2004, p. 543)

(Example: see Appendix B, Q16)

17. Signals for comparison or contrast:

In this pattern, the writer's main idea explains similarities/ likenesses and/or differences. Pay attention to the words or phrases regarding **comparison or contrast, (comparative)** such as *equally, likewise, compare to/with, just as, like, similarly, correspondingly, in the same way, in the same manner, by the same token; (replacive) instead, rather, instead of, rather than, in a different way; (contrast/ adversative/ antithetic) unlike, but, yet, however, by contrast, in contrast with/to, on the contrary, on the other hand, in opposition to, etc.*

(Goldstein & Johnson, p. 9, 2004; Holliday & Matthiessen, 2004, pp. 541-542; Johnson, 1994, p.176; McKay, 1987, cited by Brown, 2001, p. 211; Mo, 1990, pp. 358-367; Winkler & Metherell, 2012, p. 107; Yung, 2006, pp. 299-301)

(Example: see Appendix B, Q17)

18. Signals for subtractive or particularizing:

Pay attention to the words or phrases regarding **subtractive** such as *only, except,*

*except for, except that, with the exception of, excluding, regardless of, not A but B, in opposition to, etc. Definitely, signals concerning **particularizing** are most importantly, particularly, in particular, oddly enough, especially, particularly, exclusively, more specifically, to be more specific, to be more precise, (more) precisely, extraordinarily, exactly, only, solely, merely, unique, main, chief, primary, utmost, disproportionately, nearly, roughly, approximately, some, about, or so, etc., [the foci in the test items for reading comprehension]*

(Holliday & Matthiessen, 2004, p. 414, 541-542; Mo, 1990, pp. 358-367)

(Example: see Appendix B, Q18)

19. Signals for comparison:

Pay attention to words or phrases regarding **the positive degree, the comparative degree, and the superlative degree**, such as *as...as, as many/ much as, adj/ adv-er/ more...than, the adj/ adv-est/ the most ...in/of/among..., no more than, no less than, up to, etc.* (Mo, 1990, pp. 358-367).

(Example: see Appendix B, Q19)

20. Signals for concessive:

Pay attention to the words or phrases regarding **concessive**, such as *(al) though, but, however, yet, while, still, despite, in spite of, in spite of the fact that, nevertheless, for all, all the same, notwithstanding, even so, anyhow, anyway, regardless of, etc.* (Adams & Brody, 1995, p. 180; McKay, 1987, as cited by Brown, 2001, p. 211; Mo, 1990, pp. 358-367)

(Example: see Appendix B, Q20)

21. Signals for defining:

Pay attention to the words or phrases regarding **defining**, such as *means, refer to, can be defined as, can be called, can be considered, be known as, by...we mean,*

meaning, by definition, A or B is..., be known as, refer to, is, like, etc. (Johnson, 1994, p. 176; Mo, 1990, pp. 358-367)

(Example: see Appendix B, Q21)

22. Signals for exemplifying:

Pay attention to the words or phrases regarding **exemplifying**, such as *for example, for instance, such as, take...for example*, etc. (Holliday & Matthiessen, 2004, pp. 541-542; McKay, 1987, cited by Brown, 2001, p. 211; Mo, 1990, pp. 358-367)

(Example: see Appendix B, Q22)

23. Signals for listing:

In this pattern, the writer's main idea is general statement that is followed by a list of supporting details. Pay attention to the words or phrases regarding (**simple listing, listing order, process, or enumerative**, such as *first, second, third, one, two, three, a, b, c, for one thing...for another (thing), on the one hand...on the other hand, (two)one...the other, some...others, one ... another, besides, moreover, furthermore, in addition, what's more, on one hand...on the other hand, the former/previous/ preceding...the latter, that...this, the following/the consecutive*, etc. (Goldstein & Johnson, p. 9, 2004; Johnson, 1994, p.176; McKay, 1987, cited by Brown, 2001, p. 211; Mo, 1990, pp. 358-367; Mo, 2011, pp. 33-72; Yung, 2006, p. 298)

(Example: see Appendix B, Q23)

24. Signals for classifying:

Pay attention to the words or phrases regarding **classifying**, such as *contain, comprise, consist of, be made up of, be composed of, be comprised of, can be divided into, can be categorized into, fall into, category, group, type, part, feature, various elements, characteristics, field, rank*, etc. (Johnson, 1994, p.176;

Mo, 1990, pp. 358-367; Yung, 2006, p. 301; Wyrick, 2005)

(Example: see Appendix B, Q24)

25. Signals for illustrative, distractive, and explicative:

Pay attention to the words or phrases regarding **illustrative**, such as, *as to illustrate, demonstrated*; **distractive**, such as *by the way, incidentally*, and **explicative**, such as *namely, that is (to say), better, rather, in other words, I mean, to put it another way, to put it differently*, etc. (Holliday & Matthiessen, 2004, pp. 541-542; McKay, 1987, cited by Brown, 2001, p. 211; Mo, 1990, pp. 358-367; Yung, 2006, pp. 298-299)

(Example: see Appendix B, Q25)

26. Signals for logical sequence:

Pay attention to the words or phrases regarding **logical sequence or the order of the importance**, i.e. words and phrases related to **introducing**, such as *to begin with, in the beginning, first of all* (McKay, 1987, cited by Brown, 2001, p. 211), and **summative**, such as *so, so far, then, thus, therefore, in brief, in short, in a word, to put it briefly, to conclude, in conclusion, to sum up, to summarize, on the whole, overall, altogether, simply put*, etc. (Holliday & Matthiessen, 2004, pp. 541-542; Johnson, 1994, p.176; Adams & Brody, 1995, p.181)

(Example: see Appendix B, Q26)

27. Signals for number or date:

Pay attention to the words or phrases regarding **number or date in Arabic numeral or in English**, such as *year, date, quantity/number/amount, money, distance, and weight/ mass*, etc. (Mo, 1990, pp. 358-367). Specific example can be *337 B.C., 1700 B.C., 1835, 1920s/ the 20th century, one decade, decades, fortnight, two scores of students, 33,824/ more than 30 thousand, every three months*, and

the like.

(Example: see Appendix B, Q27)

28. Signals for appositive:

Pay attention to the words or phrases regarding **appositive** (Mo, 1990, pp. 358-367). In a text, while there is a new term, or new information, appositive is an excellent clue for readers.

(Example: see Appendix B, Q28)

29. Signals for stylistic:

Pay attention to the words or phrases regarding **stylistic**, such as special capitalizations (:, —, “ ”), bold, italic, and underlined, etc. (Mo, 1990, pp. 358-367)

(Example: see Appendix B, Q29)

30. Signals for inversion:

Pay attention to the words or phrases regarding **inversion/an inverted sentence**. The first words carry negative meaning, such as *not, no, never, little, rarely, hardly, scarcely, not until, not only...but (also), far from, by no means, no sooner...than, neither, nor, under no circumstances, on no account, in no way, only, so, such*, etc. (Mo, 1990, pp. 358-367)

(Example: see Appendix B, Q30)

31. Signals for emphatic:

Pay attention to the words or phrases regarding **emphatic**, such as *importance, of great importance, best of all, most important (of all), (what's) more important, most importantly, significantly, primarily, mainly, chiefly, inevitably, ideally, last but not least, what's best, what's better, better yet, better still, even better, what's worse, worse yet, worse still, most of all, much worse*, etc. (Mo, 1990, pp.

358-367) (Example: see Appendix B, Q31)

32. Signals for bold word:

Pay attention to the words or phrases regarding **particular meaning of word or phrase** via strategies, such as contextual meaning, the relationship of words in the context, and polysomy, etc. (Mo, 1990, pp. 358-367; Yang, 2007, p.120) For example, *desert can be as a verb*, meaning discard, and as a noun, “*Desert Storm*”. *Digest* can be as a verb, so we use “*digest food, or digest information*”. Likely, the “*Reader’s Digest*” is used as a noun. *Patient* can be used as a noun when we are sick. When we are patient, we stay calm. *Bank* can be definitely used in “*City Bank*” and “*the bank of a river.*” Moreover, *coin* can be served as a verb, to “*coin a word or a phrase.*” *Invaluable* and *priceless* mean extremely useful. *Inflammable* not means “*can’t be burned*” but means “*something catches fire and burns easily.*”

(Example: see Appendix B, Q32)

33. Signals for reference:

Pay attention to the words or phrases regarding **reference**, such as pronoun (he/she/they/it...), indicative pronoun (this/that/these/those), indefinite pronoun (one/ones), verb (do/does/did), adverb (then, there), and sentential reference (so).

(Yang, 2007, p.125)

(Example: see Appendix B, Q33)

We have just finished elaborating on the local reading strategies on the content in a paragraph, which are closely related to the frequently used words and cohesion (Items from 10 to 33). Now we move on to the author’s writing crafts, pertaining to global reading strategies.

III. Author's Writing Crafts: Global Strategies (to Compose An Article)

The author's writing crafts are of great significance while reading. Readers should be concerned about how the author arouse their interests, how he/she provides sufficient examples and evidence to back up the main idea, how he/she ends the article, what the purpose of writing is, what the author's implicit attitude is, what his/her personal stance is, and what the possible source of the text is (Items from 34 to 40).

34. Ways of starting a text:

According to Goldstein & Johnson (2004), the most common ways to introduce a topic are: by telling a brief story/an entertaining story (sometimes called an anecdote), by asking one or more questions, by shifting to the opposite/by addressing an idea that is the opposite of what will be written about, or by going from general to specific/ by going from broad to narrow/ by narrowing down a broad statement to a specific point. Thus, while reading, readers should pay attention to the opening paragraph about **how the author arouses reader's interest**, such as, telling stories, asking questions, describing from the opposite direction, or from general to specific (Goldstein & Johnson, pp. 8-9).

(Example: see Appendix B, Q34)

35. Ways of finding out substantial evidence:

Pay attention to **the specific details, the supporting details and substantial evidence** to support the author's main idea, such as subjective personal experience, or objective facts, statistics of report, results of a survey, or certain quotations, etc.

(Goldstein & Johnson, pp. 8-9; Johnson, 1994, p.131; Mo, 1990, pp. 33-72)

(Example: see Appendix B, Q35)

36. Way of concluding the text:

Pay attention to the last paragraph about **how the author concludes the text**, such as prediction (“a forecast based on the essay thesis”), summary (“a restatement of the thesis and the essay’s major points”), final thoughts (“a call to action, or a statement of the essay’s broader implications”), and summary & final thoughts (“an image or description that lends finality to the essay”) (Goldstein & Johnson, pp. 8-9; Wyrick, 2005, pp. 82-85).

(Example: see Appendix B, Q36)

37. Way of discovering implication:

Pay attention to the last paragraph to get plausible and reasonable **conclusion, inspiration, implication, or moral lesson** (Mo, 1990, pp. 358-367; Mo et al. 2011, p. 135; Yang, 2007, p.120).

(Example: see Appendix B, Q37)

38. Way of grasping the author’s writing purpose:

The author’s **writing purpose** is to inform (give people information/to present new information), to entertain (give people pleasure), to persuade/convince (change people’s minds about an issue), or to criticize (give people different opinions). So while reading, readers should pay attention to the writing purpose, such as informative, entertaining, persuading, criticizing or explaining, etc. (Goldstein & Johnson, p. 9, 2004; Johnson, 1994, p. 277; Mo et al. 2011, p. 105)

(Example: see Appendix B, Q38)

The relations between the author’s writing crafts and paragraph development are summarized as follows (see Table 2.5).

Table 2.5 Paragraph Development/ Organization Pattern/ Rhetorical Structure**Introduction – the Opening Paragraph**

Inspirations and ways to write the introduction (how to arouse reader's interests):

1. Telling a brief story
2. Asking one or more questions
3. Shifting to the opposite of what will be written about
4. Going from general to specific or going from broad to narrow

Writing purposes:

1. to inform (give people new information)
2. to entertain (give people pleasure)
3. to persuade (change people's minds about an issue)
4. to criticize (give people different opinions)

Body – the Main Paragraphs

Inspirations and ways to provide details or arguments:

1. personal experiences
2. facts
3. statistics from scientific reports
4. information from a survey
5. quotes from characters

The most common paragraph development, organization pattern, or rhetorical structure:

1. time order/ sequence/ step/ process
2. cause-effect (explanation, problem-solution)
3. comparison-contrast
4. listing (classification)
5. mixed/combined patterns

Conclusion – the Closing Paragraph

Inspirations and ways to write the conclusion:

1. summary
(a restatement of the thesis and the essay's major points)
2. final thoughts
(a call to action, or a statement of the essay's broader implications)
3. both summary and final thoughts
(an image or description that lends finality to the essay)
4. predicting possible outcomes
(a forecast based on the essay thesis)

(Adapted from Goldstein & Johnson, 2004 and Wyrick, 2005)

39. Way of being sensitive to the author's style/tone:

Pay attention to the words or phrases regarding the author's **style, tone, attitude, voice, intention, stance, or point of view**, such as *undoubtedly, probably,*

perhaps, maybe, definitely, surely, precisely, really, actually, truly, indeed, in fact, (un)fortunately, (un)luckily, honestly, clearly, evidently, obviously, apparently, miraculously, marvelously, incredibly, ridiculously, ironically, sadly, regrettably, (un)happily, (in)voluntarily, surprisingly, amazingly, astonishingly, interestingly, ideally, terribly, severely, strangely, strange to say, needless to say, unquestionably, to tell the truth, mischievously, sure enough, additionally, traditionally, anonymously, it is no wonder that, it is reasonable that, to one's disappointment/regret/relief/satisfaction/delight, etc. (Goldstein & Johnson, p. 9, 2004; Johnson, 1994, p. 304; Mo, 1990, pp. 358-367; Mo et al. 2011, p. 114; Yung, 2006, p. 301)

(Example: see Appendix B, Q39)

40. Way of guessing the sources of the text:

Pay attention to the possible **sources of the text**, such as, weather report, fashion magazine, letter, research paper, science journal, business periodical, advertisement, review, textbook, blog, and Internet, etc. (Found in JCEE exam)

(Example: see Appendix B, Q40)

We have now completed discussing (1) the global strategies to achieve *qi, cheng, zhuang, ho* on the organization and content in a text; (2) the global strategies to achieve coherence on the organization in a paragraph, and (3) the global strategies about the author's writing crafts. We have also elaborated on the local strategies to achieve cohesion on the content in a paragraph. However, this discussion doesn't seem to fully provide what we need in this research unless we proceed to probe into the question types and testing points that are closely related to the instruction of reading strategies and the evaluation of students' reading comprehension in this thesis.

2.3 Types of Reading Comprehension Question

Mo (1987) classified the types of reading questions into two groups. One is the organization of the text, including (1) identifying the main idea; (2) clarifying text organization, and the cohesive/coherent devices; (3) drawing conclusion from the text. The other is the content of the text, inclusive of (4) finding specific details mentioned in the text; (5) finding implications and drawing inferences from the text; (6) recognizing style and tone, and (7) determining the meaning of words or phrases in the text.

Lu (2002, cited from Burton, 1978; Foote, 1976; Grellet, 1981; Johnson, 1994; Mo, 1987; Nuttall, 1996) also analyzed reading question types from 1995 to 2002 General Subject Ability Test (GSAT). They are as follows: (1) the main idea item; (2) the organization item; (3) the detail item; (4) the inference item; (5) the word meaning item, and (6) the style/tone item. Moreover, she also subcategorized the detail item as specific-answer question, true/false statements, cause-effect, number/date, comparison or contrast, sequence-of-events and following directions; the inference item as cause-effect relationship, character's intention/feeling, character's relationship, character's traits, details, conclusions, and outcomes. The key concept of and the sharp difference between the detail item and the inference item about cause-effect relationship is whether the cause-effect relationship is explicit or implicit, stated or unstated, or told or untold in the text. In other words, the answer to the questions found directly in the text belongs to the detail item, whereas the test item needed to find out any possible clues in the context belongs to the inference item; the examinees have to "read between the lines" to comprehend the subtle insights that the author tries to convey (Warner & Judith, 2001, p.51).

She provided classification of question types and testing points for each

question type. To be more easily operational and gain more convincing evidence, the researcher makes some modification, dividing question types into main idea, title, possible source, organization, style/tone, writing purpose, conclusion, inference, detail, bold word and reference. Testing points for each question type are also provided (see Table 2.6).

Table 2.6 Operational Definition of Question Types and Testing Points

Question Type	Testing Points
Main idea	<ul style="list-style-type: none"> ▪ the main idea of a reading passage
Title	<ul style="list-style-type: none"> ▪ The best title of a reading passage
Source	<ul style="list-style-type: none"> ▪ The possible source of an article
Organization	<ul style="list-style-type: none"> ▪ the organization of a passage ▪ the authors' writing crafts
Style/tone	<ul style="list-style-type: none"> ▪ the text style ▪ the author's tone, attitude, mood, voice, stance, and point of view
Purpose	<ul style="list-style-type: none"> ▪ the author's writing purpose
Conclusion	<ul style="list-style-type: none"> ▪ drawing conclusion – to draw an unstated conclusion of the text
Inference	<ul style="list-style-type: none"> ▪ inferring cause-effect relationships – to infer implicit cause-effect relationship ▪ inferring character's intention/feeling – to infer the intention or feelings of a character or an author ▪ inferring character's relationship – to clarify the relationship between characters ▪ inferring character traits – to infer the character's traits ▪ inferring details – to make a guessing about supporting details ▪ inferring outcomes – to expect a possible outcome of an action
Detail	<ul style="list-style-type: none"> ▪ specific-answer question – to locate the specifically stated facts ▪ true/false question – to identify true/false statements ▪ cause-effect question – to identify explicit cause-effect relationships ▪ number/date question – to set up calculation about date or number ▪ comparison or contrast question – to make a comparison or contrast between two objects ▪ sequence-of-events question – to control the sequence or order of events, time, or space ▪ directions question – to follow the directions given in the reading passage
Bold word	<ul style="list-style-type: none"> ▪ the meaning of bold, italic, underlined word or phrases
Reference	<ul style="list-style-type: none"> ▪ the meaning of bold, italic, underlined reference

(Adapted from Lu, 2002)

Now that we have dealt with FD/FI learners' learning styles and global and local reading strategies, respectively, we should proceed to the relationship between FD/FI learners' learning styles and the use of English reading strategies.

2.4 FD/FI Learners' Learning Styles and the Use of English Reading Strategies

Just as mentioned above, reading is closely related to learners' mental activities. So it is natural for us to further discuss learners' cognitive style and the strategies they tend to use in tackling their reading problems.

The study by Riding and Rayner (1998) on the relationship between cognitive style and strategies also provides some influential and inspiring suggestions. "Cognitive style cannot be easily changed, but strategies and skills can be modified, developed, and learned... Individual FD/FI learner can be, in a way, adjusted, adapted and changed . . . Strategy is possible, practical and feasible, and strategies can be learned, modified and developed" (pp.78-79). Furthermore, they insist that learners should try to be "a strategic learner" (p.87). In other word, if instructors and trainees develop a repertoire of routines associated with their individual learning styles, learners will achieve far higher levels of effective and efficient learning. Thus, from these perspectives, reading strategies can be seen as ways and tackles to deal with difficulties in a problems-solving reading process. In order to enhance reading ability, it is necessary and urgent for teachers and learners to try to have a bunch of practical and helpful strategies, to be conscious, to be flexible, and to be adapted to use them as possibly as they can.

There are analogies about the relationships between FD/FI learning styles and English reading processes. First, Brown (2001) dawned on us with an intriguing analogy: "FD and FI cognitive styles are analogous to top-down and bottom-up

processing, respectively (p. 299).” In top-down, or conceptually driven, information processing, readers use macro-level clues to decode a text, drawing on their own intelligence, experiences, prior knowledge and common sense to understand the text. In a word, in the top-down reading mode, readers process information as a whole, or in a global way as the FD learners do in learning. On the contrary, in the bottom-up processing, readers use “micro-level clues” (McCarthy, 1991, p.168-169) to decode the text step by step from small textual elements such as letters, words, and phrases to the larger textual elements, such as sentence structures, and paragraphs. In short, in the bottom-up reading mode readers stress word perceptions or use sequential reading as the FI learners do in learning.

Second, the image of FD vs. FI is like an eagle with a overview of a landscape seeing below in the sky vs. a scientist with a magnifying glass or microscope scrutinizing all the minute details of some specimens (Nuttall, 2005).

From a great height, the eagle can see a wide area spread out below; it understands the nature of the whole terrain, its general pattern and the relationships between various parts of it, far better than an observer on the ground. (p.16)

Third, FD vs. FI is like the view we see standing on the top vs. at the bottom of the wall (Nunan, 2003).

Imagine a brick wall. If we are standing at the bottom studying the wall brick by brick, we can easily see the details. It is difficult, however, to get an overall view of the wall. On the other hand, if we are sitting on the top of the wall, we can easily see the landscape. However, because of distance, we will miss some details. And, of course, the view is very different. (p. 27)

All the above analogies clearly demonstrate the totally different perspectives of the FD and FI learners. Imagine that our perspective or our mind (here, accurately referring to information processing in the field of this research) is like a satellite, so-called “the eye in the sky” in military term, soaring around the earth

over the sky. The satellite receives a variety of orders from the commanders in the control center on the ground to perform surveillance and reconnaissance on a given area over the sky. More often than not, the ground operators make best use of their highly sophisticated telescopes, GPS (Global Positioning System), computers and various computer programs, etc., in an endeavor to take a multitude of pictures on their targets. Because of hundreds of thousands of miles away from the earth, the pictures the satellite takes are the whole ones—the whole pictures of their targets with entire landscape. If the mission requires, the satellite can even just focus on certain area, and enlarge the targets as possible as they could. In an ideal situation, it can get extremely clear pictures if it makes the flexible use of the entire and narrow perspectives. To sum up, look at Table 2.7.

Table 2.7 Analogies about the Relationships between FD/FI Learning Styles and English Reading Processes

FD	FI
Top-down information processing	Bottom-up information processing
An eagle with a overview of a landscape seeing below in the sky	A scientist with a magnifying glass or microscope scrutinizing all the minute details of some specimens
The view we see standing on the top of the wall	The view we see standing at the bottom of the wall
A satellite taking the whole pictures of its targets with entire landscape	A satellite just focusing on certain area, enlarging the targets as possible as it could

(Source: the researcher)

In the same manner, our ultimate goals of this study are to sufficiently understand the FD/FI learners' learning styles, to look after both sides of the top-down and bottom-up information processing, to equip our learners with the entire and narrow perspectives. In other words, if we have more comprehensive understanding of our individual specific FD/FI learning styles—the holistic and

analytic fashions, and if we have useful and convenient reading strategies—the global and local strategies, used in reading comprehension, we as teachers and learners can capitalize on these strategies and make our reading more effective

The perspectives from FD/FI learning styles used in reading comprehension mean that while reading, and from the perspective of FD learning style we flexibly use the global strategies to get larger textual information, and simultaneously, from the perspective of FI learning style we use the local strategies to get regional messages in accordance with the demands for the reading comprehension questions. The perspectives from the relationship between FD/FI learning style and reading comprehension can be presented.

Since few empirical studies have been implemented to identify the relationship between FD/FI learners with different learning styles and their reading strategy use in Taiwanese senior high school, further research needs to be done to find out a possible connection between FD/FI learners and their use of reading strategies. Therefore, it is a must to probe into the possible relationship between students' FD/FI learning styles and their reading strategy uses. Thus, the author attempts to answer the following research questions:

2.5 Research Questions

1. How do FD/FI Learners perform in English reading comprehension before and after instruction? And which group of learner benefits more from reading strategy instruction?
2. How frequently do FD/FI Learners use different reading strategies before and after instruction?

3. How do FD/FI Learners perform in reading comprehension question types before and after instruction: the main idea, the best title, possible source, organization, style/tone, writing purpose, conclusion, inference, specific detail, bold word and reference?
4. How well do FD/FI Learners perceive the effectiveness of the reading strategy instruction?





Chapter 3

Methodology

This chapter describes the methodology used in this study. There are four sections in this section. The first section describes the participants who take part in this experiment. The second section presents the instruments used for quantitative analyses, and analyzes question types of 466 test items in the JCEE reading comprehension tests from 1996 to 2011. The third section explains procedure and instruction executed in this study. The fourth section describes data analysis.

3.1 Participants

Two twelfth-grade classes at two public junior high schools in Tao-yuan County were selected as the participants of the study. Ninety-five students, all native Chinese senior high school students having studied English for at least five years through formal English instruction in Taiwan, took part in this research during the winter semester in 2011. They were homogeneous in social and educational background, and enrolled in the group of liberal arts.

75 participants, including 17 boys and 58 girls, participated in the whole experiment, with 32 participants in the FD group and 43 participants in the FI group. All the participants selected in this present study were under the instruction of the researcher in four months. With 14-year English teaching experience, the researcher ever spent 3 years teaching English at senior high school as a substitute teacher opening an optional reading course for the tenth-grade students (two hours a week).

Meanwhile, the researcher devoted himself to teaching, trying to establish a warm and harmonious student-teacher relation. This study was also authorized by the school authorities as a cooperative teaching project (see Appendix C).

3.2 Instrument

In order to address the research questions, the present study adopted the following instruments: (1) Group Embedded Figure Test (GEFT); (2) General English Proficiency Test (GEPT); (3) Reading Strategy Questionnaire (Questionnaire I); (4) a reading comprehension test for pre-and post-test, and (5) Student's Response to RSI (Questionnaire II). The details of these instruments were illustrated below.

3.2.1 Group Embedded Figure Test (GEFT)

GEFT is the scale originated from the field of psychology to identify the Field-Dependent (FD) and the Field-Independent (FI) learners' learning styles. In this study, the GEFT test paper is directly obtained from CNKI (China National Knowledge Infrastructure) by Wang (2005, pp. 62-70), <http://cnki50.csis.com.tw/kns50/detail.aspx?QueryID=534&CurRec=3>, which is developed by Psychology Department of Beijing Normal University on the basis of Witkin's GEFT (1997) (see Appendix D). It was a modified, simplified Chinese version, easier and convenient for Chinese EFL students in Taiwan to follow. The reliability being 0.9, GEFT is a suitable and reliable instrument to determine if participants' learning style was FD or FI.

GEFT consists of 9 simple figures and 20 complex figures, which requires test-takers to locate a certain simple geometric figure embedded within a visual background of more complex figure. This test is divided into three parts. Part 1 from Figures 1~9 is not scored; it is only a warm-up exercise to help participants understand

the directions of the GEFT; Part 2 and Part 3 are composed of 10 complex figures respectively, which are scored to determine the participants' FD or FI learning styles. In each part, figure 1 and figure 2 are scored 0.5 respectively; figure 3 and figure 4, scored 1, respectively, and figures 5, 6, 7, 8, 9, 10, scored 1.5, respectively. The total score will be obtained by adding the individual scores of Figures 1~20 in the Part 2 and Part 3, ranging from 0~24.

The total testing time for the GEFT was 12 minutes. The time allotted for each part is 4 minutes. In conducting the GEFT test, the researcher supervised the whole class and provided any necessary information about the contents for the test-takers lest any misunderstanding should happen, and thus solved any possible problem immediately.

Two ways of determining FD and FI learners are as follows: In one way (Kuo, 2005), the obtained GEFT scores above the median of the overall scores were labeled as FI learners, while those below the median of the overall scores were labeled as FD learners. The other way (Lee, 2003) was to label the upper 25% of the subjects as FI learners, while the lower 25% as FD learners based on their GEFT scores. Due to the smaller number of the participants in this study, the present research adopted the first way to determine FD and FI learners. For FD learners, the lower score he/she got, the more typical FD features he/she had; for FI learners, the higher score he/she got, the more typical FI features he/she had.

Table 3.1 shows that the mean score of the boys is 12.2, while the mean score of the girls is 14.3. If boys' mean score is below 12.2, they are FD learners; if their mean score is over 12.2, they are FI learners. In the same way, if girls' mean score is below 14.3, they are FD learners; if their mean score is over 14.3, they are FI learners. The GEFT raw scores of all the participants are presented below.

Table 3.1 Results of GEFT

No.	M	F	FD/FI	No.	M	F	FD/FI
1		8	FD	41		18.5	FI
2		7	FD	42		19.5	FI
3		5.5	FD	43		18	FI
4		7	FD	44		19.5	FI
5		2	FD	45		19.5	FI
6		3.5	FD	46		19.5	FI
7		12.5	FD	47		14.5	FI
8		13	FD	48		16.5	FI
9		10	FD	49		19.5	FI
10		9	FD	50		19	FI
11		12	FD	51		18.5	FI
12		10	FD	52	17.5		FI
13	2		FD	53	14.0		FI
14	10.0		FD	54	17.0		FI
15	3.5		FD	55	13.5		FI
16	12		FD	56	17.5		FI
17	9.5		FD	57	18.5		FI
18	12		FD	58	13		FI
19	2.5		FD	59	20		FI
20		4.5	FD	60	15		FI
21		2	FD	61		22.5	FI
22		13	FD	62		19.5	FI
23		11.5	FD	63		14.5	FI
24	10.5		FD	64		18	FI
25		8	FD	65		15.5	FI
26		11	FD	66		17.5	FI
27		9.0	FD	67		21.5	FI
28		13.0	FD	68		18.5	FI
29		4.5	FD	69		21.5	FI
30		10.0	FD	70		19	FI
31		13.0	FD	71		18.0	FI
32		18.5	FI	72		17.5	FI
33		16	FI	73		18.0	FI
34		22.5	FI	74		16.5	FI
35		15.5	FI	75		14.5	FI
36		16.5	FI	Total	208.0	828.5	FI
37		15.5	FI	Average	12.2	14.3	FI
38		16	FI				
39		14.5	FI				
40		19.5	FI				

1. M = Male, F=Female

2. FD = Field Dependent, FI = Field Independent

3. Average of the male = 12.2; Average of the female =14.3

4. FD learners: Male – Mean score < 12.2; Female – Mean score < 14.3

FI learners: Male – Mean score > 12.2; Female – Mean score > 14.3

A total number of 75 students, 17 boys and 58 girls, are examined. On one hand, the FD group consisted of 32 persons, 8 boys and 24 girls. The ratio of boy to girl in the FD group was 8: 24 (28.6% : 71.4%). That is, the number of FD boys accounts for 28.6 % of the number of FD girls and that of FD girls, 71.4%. On the other hand, the FI group consisted of 43 persons, 9 boys and 34 girls. The ratio of boy to girl in the FI group was 9 : 34 (26.5% : 73.5%). That is, the number of FI boys accounts for 26.5 % of the number of FI girls and that of FI girls, 73.5%. To sum up, the ratio of FD boys to FD girls is pretty close to that of FI boys to FI girls (See Table 3.2).

Table 3.2 The Ratio of FD Boys to FD Girls and the Ratio of FI Boys to FI Girls

Learning Style	FD		FI	
	boy	girl	boy	girl
Number	8	24	9	34
Percentage	28.6%	71.4%	26.5%	73.5%

3.2.2 General English Proficiency Test (GEPT)

The intermediate level 4 of the General English Proficiency Test (GEPT), published by LTTC (Language Training & Test Center) in Taiwan, was intended to see whether the participants were initially at the same level of language proficiency. Since this study was to probe into the participants' reading ability, only the reading test was used. The part of reading test was comprised of 40 multiple-choice questions with three parts: vocabulary and structure (15 items), cloze passages (10 items), and reading comprehension (15 items). The total score of this test was 100. The test time was 45 minutes.

Table 3.3 lists the results of GEPT. The mean score of the FD group was 76.89, while that of the FI group was 74.13. Even though the mean scores of the FD

and FI groups were different (the performance of the FD group was a little better than that of the FI group), the standard deviation was almost the same (the FD group's $SD = 11.72723$; the FI group's $SD = 11.71186$). The result of the individual-sample t -test demonstrated that these two groups were at the same proficiency level. The GEPT raw scores of all the participants were presented (see Appendix E).

Table 3.3 Results of GEPT in Independent Sample t -test

Group	Test	M	SD	N	df	t
FD	GEPT	76.89	11.72723	32	31	37.090
FI	GEPT	74.13	11.71186	43	42	41.504

Note.

M = Mean

SD = Standard deviation

N = Total number in a sample

df = degree of freedom

t = Computed value of t -test

3.2.3 Reading Strategy Questionnaire before & after RSI (Questionnaire I)

The Reading Strategy Questionnaire before & after RSI (Questionnaire I), adapted from Janet M. Goldstein & Beth Johnson (2004), Mo (1987), and Wei (2007), was employed to probe into students' reading strategy use. This Questionnaire was used before and after the Reading Strategies Instruction (RSI) to make a comparison. The main purpose was to see if there was statistical significance after our treatment (RSI).

To be participant-friendly, the content of the Reading Strategies Questionnaire (RSQ—see Appendix B) was made as easy as possible. Certain key words in each question were underlined. The statements of items are written in Chinese to help the participants better understand the meanings (see Appendix F).

Rating scale is based on Yang's design (2005), in which the score of each of the five choices in the questionnaire items ranges from 1 and 5. That is, score 1, 2, 3,

4, 5 were respectively for “I never or almost never do this,” “I only occasionally do this,” “I sometimes do this,” “I usually do this,” and “I always or almost always do this” to calculate the scores of the participants’ answers to each item.

The Cronbach’s internal consistent coefficient was 0.97 in the pilot study; 0.948 in the pre-test, and 0.945 in the post-test (see Appendix G), which showed there was a highly close relationship among reading strategies items in RSQ. Of the total 40 short statements about the reading strategies, 5 items (Q1~Q5) were concerned about the organization and the content in a text; 28 items (Q6~Q33), about the organization and content in a paragraph, and 7 items (Q34~Q40), about the writer’s crafts.

3.2.4 Reading Comprehension Test before & after RSI (Pre- and Post-test)

To maintain validity and reliability, the same reading test was used in both the pre-and post-test. The number of the test items cannot be too small (under 20 items); otherwise, it will pose a threat to the validity. Besides, the test was selected from an integral part of the reading comprehension test in the JCEE to keep a consistency in level of difficulty and discrimination.

Reading tests were chosen from the reading comprehension tests of the JCEE as the final version for the pre-test and post-test—2004 Department Required Test (DRT) Make-up, and 2006 DRT, each of which has three passages that make up of 11 items. Thus, the two tests make up of 22 items. To make up for 25 items as planned, three test items were chosen from 2004 DRT (see Table 3.4). However, to facilitate our research on the relationship between the FD/FI learning styles and the global/local reading strategy use, the number of the global and local test items should be made as equal as possible. Then, it turns out that the ratio of the global

question types to the local ones was 52%: 48%, which is favorable to this experiment (see Table 3.5). This final version of 25 test items, 4 points for each, was suitable and feasible for students to take in one class period and for the researcher to compute (see Appendix H). Most importantly, it can fully answer research question 3 (RQ3) in this study.

Table 3.4 The Distribution of Question Types in Pre-and Post-test

School Year	Main idea	Title	Source	Structure	Style/tone	Purpose	Conclusion	Inference	Detail	Bold Word	Reference	Total
2004 DRT						1		1			1	3
2004 DRT Make-up	3							3	3	2		11
2006 DRT			1		1			3	5	1		11
Total	3		1		1	1		7	8	3	1	25
Percentage	12 %		4%		4%	4 %		28%	32 %	12%	4%	100 %

Table 3.5 Global & Local Question Types Distributed in the Pre-and post-test

School Year	Main idea, Title, Source and Structure	Style/tone and Purpose	Conclusion	Inference	Detail	Words meaning	Total
Number	4	2	0	7	8	4	25
Question Type	Global				Local		
Total	13				12		25
Percentage	52%				48%		100%

[To clarify the classification in the Table 2.6 for cross reference]

3.2.5 An Analysis of Question Types of Reading Comprehension Test 1996~2011

Based on our operational definition of reading comprehension question types and their testing points (see Table 2.6), the researcher did a thorough analysis of Joint College Entrance Examination (JCEE), Recommendation Examination (RE), General

Scholastic Ability Test (GSAT) and Department Required Test (DRT), from 1996 to 2011 (see Table 3.6 and Table 3.7) to identify the question types of global reading strategies and those of local reading strategies. Another purpose of analyzing reading comprehension question types was to answer the third research question.

To illustrate, first, clues or cues of the main idea question type in question statements may frequently occur, such as *the theme/ main idea/ main point/ topic/ major message of this passage is..., the passage was mainly about/ written mainly to..., or the major message is, etc.* (see Appendix I). A total number of the main idea question type is 46, accounting for 9.2 % (see Table 3.6).

Second, clues or cues of the best title of the article question type in question statements may frequently occur such as, “*What/Which is the best title for this passage/article?*” (see Appendix I). A total number of the title of the article question type is 8, accounting for 1.9 %.

Third, the source of the passage question type appears such as, “*This passage/article most likely occurs/ appears/ is taken from, etc.*” (see Appendix I). A total number of the source of the passage question type is 7, accounting for 1.5 %.

Fourth, the structure or the rhetorical organization question type just appears once, saying, “*According to the author, the second example is intended to ____.*” (see Appendix I). A total number of the structure or the rhetorical organization question type is only 1, accounting for 0.2 %.

Fifth, the style/tone question type shows up, such as “*the author’s attitude towards..., the overall tone of this passage is..., how did he/she feel, etc.*” (see Appendix I). A total number of the style/tone question type is 10, accounting for 2.1 %.

Sixth, the writing purpose question type occurs, such as “*the main purpose of this passage/article, the writer’s purpose of writing this passage, the author’s primary*

purpose, etc.” (see Appendix I). A total number of the writing purpose question type is 13, accounting for 3.2 %.

Seventh, the conclusion question type appears, such as “*What is the moral of this story?*” “*Which of the following can be concluded from the passage?*” “*From the passage, we learn that, etc.*” (see Appendix I). A total number of the conclusion question type is only 5, accounting for 1.1 %.

Eighth, the inference question type takes place, such as “*Which of the following can be inferred, most likely/probably, it can be inferred that...*” etc. It is obvious “*infer*” is the key word. In addition, modal auxiliary “*may*”, and “*might*”, “*probably*”, “*most likely*” are also conspicuous clues (see Appendix I).. A total number of the inference question type is 53, accounting for 11.4 %.

Ninth, the detail question type usually happens with question marks, such as “*who, when, where, why, how, how many, how much, which, and what.*” Any key signals are essential cues, such as “*because, because of, due to, the main reason for, the result of (cause-effect), which of the following is TRUE/ NOT TRUE/ CORRECT/ NOT Correct/FALSE, Which of the following is NOT mentioned/ discussed/ EXCEPT, in order to, for the purpose of (aiming)*” (see Appendix I). A total number of the detail question type is 291, accounting for 62.4 %. A large majority of reading comprehension questions is in this question type.

Tenth, the bold word question type frequently occurs, such as “*quotation mark, italic, bold, underlined, or both of the above features*” (see Appendix I). A total number of the bold word question type is 24, accounting for 5.2 %.

Eleventh, like the bold word question type, the reference question type takes place, such as “*quotation mark, italic, bold, or both of the above features*” (see Appendix I). A total number of the reference question type is 8, accounting for 1.7 %.

Table 3.6 A Statistics of Question Types of Reading Comprehension Tests (JCEE, RE, GSAT, and DRT) 1996~2011

School Year		Main idea	Title	Source	Structure	Style/tone	Purpose	Conclusion	Inference	Detail	Bold word	Reference	Total
1996	JCEE	1				1	1			7			10
1997	JCEE								1	8	1		10
1998	JCEE		1							14			15
	RE									8	2		10
1999	JCEE	2				1				12			15
	RE	2	1		1				3	7	1		15
2000	JCEE	2						1		11	1		15
	RE		1						10	4			15
2001	JCEE								1	14			15
	GSAT	2							2	11			15
2002	GSAT	1					1			13			15
	GSAT Make-up					1				14			15
	DRT			1			2	1	1	8	1	1	15
2003	GSAT	1	2				1		4	7			15
	GSAT Make-up	4						1	2	7		1	15
	DRT	2		1					1	9	1	1	15
2004	GSAT	1	1							12	1		15
	DRT			1			1		1	6		2	11
	DRT Make-up	3							3	3	2		11
2005	GSAT	1		1		1	2		3	8			16
	DRT	4							2	3	2		11
2006	GSAT	1					2		1	10	2		16
	DRT			1		1			3	5	1		11
2007	GSAT	1					1	1		11	2		16
	DRT					1			2	8			11
2008	GSAT	2							1	12	1		16
	DRT		1				1		1	7	1		11
2009	GSAT	3					1		4	6	2		16
	DRT	2	1			1	2		2	8			16
2010	GSAT	3		1					1	9	1	1	16
	DRT	1		1		1		1	1	10		1	16
2011	GSAT	2	1			1			1	10	1		16
	DRT	2				1			2	9	1	1	16
Total		43	9	7	1	10	15	5	53	291	24	8	466
Percentage		9.2 %	1.9 %	1.5 %	0.2 %	2.1 %	3.2 %	1.1 %	11.4 %	62.4 %	5.2 %	1.7 %	100 %

Note.

JCEE=Joint College Entrance Examination

RE = Recommendation Examination

GSAT = General Scholastic Ability Test

DRT = Department Required Test

A total number of reading comprehension test items is 466. To break down, the number of the main idea items is 43 (9.2%); the title of the article items, 9 (1.9%); the source of the passage items, 7 (1.5%), and the structure items, 1 (0.2%). Concerning items for the writer's crafts, the results are as follows: the author's style/ tone items, 10 (2.1%), the writing purpose items, 15 (3.2%), and the conclusion items, 5 (1.1%). However, the number of the inference items is significantly higher than that of other question types, 53 (11.4%). Next, the number of the detail items is 291 (62.4%); the bold word items, 24 (5.2%), and the reference items, 8 (1.7%). Interestingly, an overwhelming majority of test items, 291 (63%), require test-takers to find out the specific details, which pretty conforms to the common expectations of our reading comprehension test.

Furthermore, specific words, word usages, expressions, or clues in the question statements can be extremely beneficial for examinees to recognize and identify specific question types (Goldstein & Beth Johnson, 2004; Mo, 1987). Therefore, the researcher makes every effort to put them in order, such as, "*The passage tries to highlight the importance of _____.*" "*The overall tone of this passage is _____.*" "*Which of the following best describes the author's attitude toward the increase of PhDs in recent years?*" (see Appendix I for others). The **bold** in each question type stands for most frequently-used key signals.

One thing should be added. Inference is the heart of the comprehension process. As readers construct their own models of meaning for a given text, they use inference extensively to fill in details omitted in text and to elaborate on what

they read (Janice et al., 1991, p.245). Take “Mary was playing in a game. She was hit by a **bat**,” for example. The word “bat” has two meanings: one, “A **bat** is a specially shaped piece of wood that is used for hitting the ball in cricket, baseball, or table-tennis; the other, “A **bat** is a small flying animal that looks like a mouse with leathery wings. Bats fly at night.” As readers go through this sentence in the text, they will choose the real meaning for the word in the context. Suppose that Mary is watching sports game in the baseball field, definitely the” **bat**” is a specially shaped piece of wood. On the contrary, providing that Mary goes camping in the forest, surely, she was hit by a small flying animal that looks like a mouse with leathery wings. The ability to determine the real meaning is inference.

For a quick access of Table 3.6, a summary of statistics on question types of reading comprehension test (JCEE, RE, GSAT, and DRT) from 1996 to 2011 is presented as below (see Table 3.7).

Table 3.7 A Summary of Statistics on Question Types of Reading Comprehension Test (JCEE, RE, GSAT, and DRT) 1996~2011

Question Type	Main idea	Title	Source	Structure	Style/tone	Purpose	Conclusion	Inference	Detail	Bold word	Reference	Total
Total	43	9	7	1	10	15	5	53	291	24	8	466
Percentage	9%	2%	2%	0%	2%	3%	1%	11%	63%	5%	2%	100%

For the convenience of our future discussion, we should proceed to sort the question types in Table 3.7 into several categories as follows. The question types, such as the main idea, the title of the article, the possible source of the article, and the structure, can be integrated into one category. The question types, such as style/tone and writing purpose, can be integrated into another category. The

question types, such as bold word and reference, can be integrated into other category. Other question types are not needed to be categorized for its uniqueness itself (see Table 3.8).

Table 3.8 An Integration of Question Types of Reading Comprehension Test (JCEE, RE, GSAT, and DRT) 1996~2011 into Several Categories

Question Type	Main idea, Title, Source, and Structure	Style/tone and Purpose	Conclusion	Inference	Detail	Bold word	Reference	Total
Total	62	23	5	53	291	24	8	466
Percentage	13%	5%	1%	11%	63%	5%	2%	100%

To be further directed to our research regarding global and local question types, the results in Table 3.8 can be reformed as follows (see Table 3.9). A total number of question types of global strategies are 143 (30%); those question types of local strategies are 323 (70%). Interestingly, reading comprehension tests seem favorable to the FI learners.

Table 3.9 Global & Local Question Types of Reading Comprehension Test (JCEE, RE, GSAT, and DRT) 1996~2011

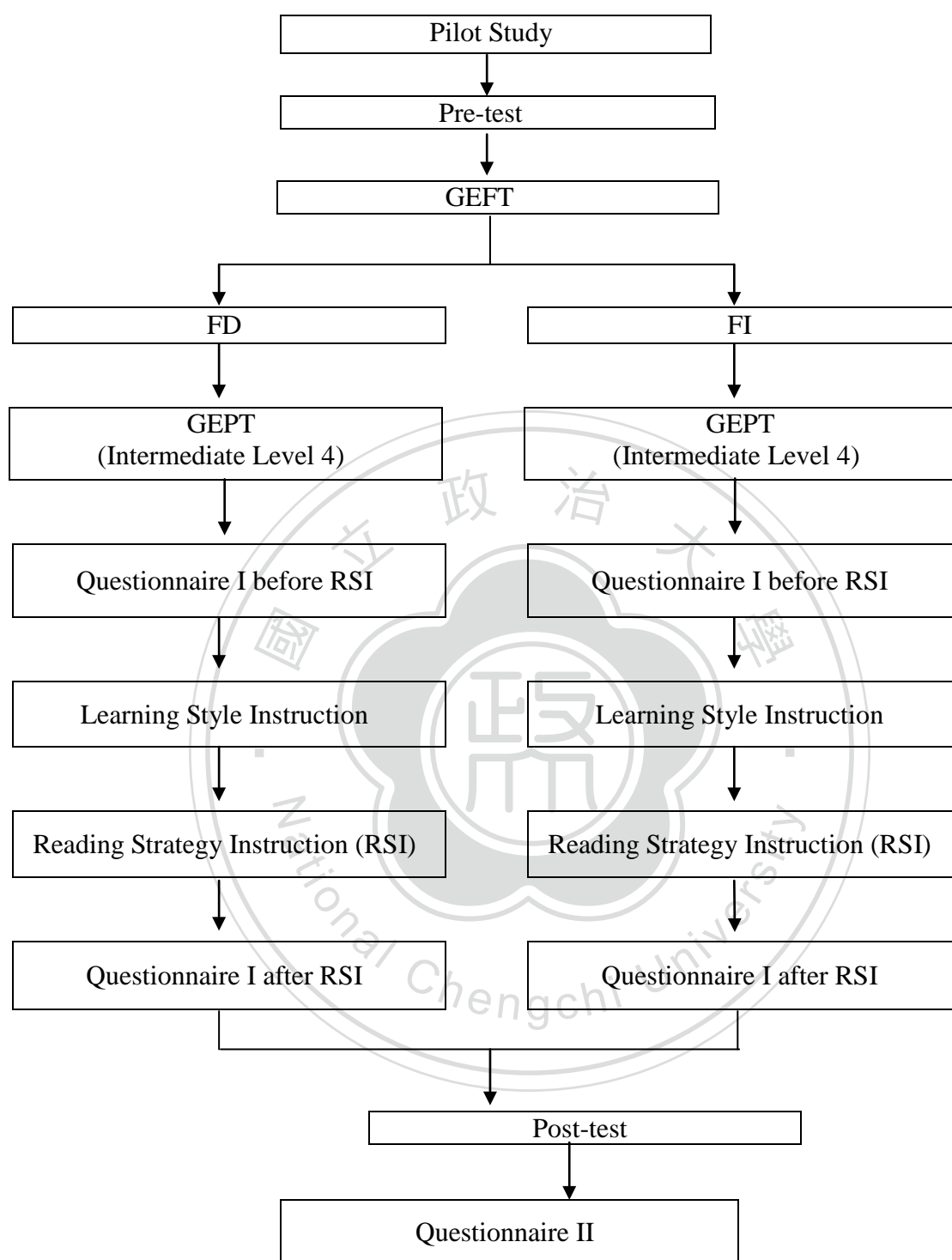
	Global				Local			
School year	Main idea, Title, and Source	Style/ tone and Writing purpose	Conclusion	Inference	Detail	Bold word	Reference	Total
Number	62	23	5	53	291	24	8	466
Total	143				323			466
Percentage	30%				70%			100%

3.2.6 Students' Responses to RSI (Questionnaire II)

Questionnaire II was adopted to explore the participants' reflection on the instruction of reading strategies. Adapted from Yang (2005, p. 43-43, 112), the questionnaire in response to RSI contained 15 questions with multiple-choice and open-ended questions (see Appendix J). There are two sections included in Questionnaire II. In the first section, 11 out of 14 questions related to reading strategies were designed to get further information about the students' attitudes toward RSI and the application of reading strategies. Among them, Questions from 1 to 4, Question 8, and Question 9 were about reading strategies; Question 5 and Question 10, about writing, and Question 11, about more future classes on RSI. Question 6 and Question 7 were intended to identify potential beneficial and difficult reading strategies. Question 9 and Question 10 with open-ended question were intended to see whether the instructions have any drawbacks and to elicit participants' valuable suggestions. In the second section, 3 questions (Questions 12, Question 13 and Question 14) related to FD and FI learning styles were aimed to get students' feedbacks on their individual learning tendency in relations with reading strategy training. In the following, the researcher will elaborate on experimental procedure.

3.3 Procedures

To find the possible problems of the formal study, a pilot study was conducted in advance. In order for the objectivity of the result, another group of participants was selected without being informed beforehand. They also took the pre-test and post-test. The whole research procedure beginning with a pilot study and followed by the major study was illustrated in the following chart (see Chart 3.1)

Chart 3.1 Research Procedures

Note.

1. GEFT= Group Embedded Figure Test
2. FD = Field Dependence, FI = Field Independence
3. GEPT = General English Proficiency Test
4. Questionnaire I = Reading Strategies Questionnaire
5. Questionnaire II – Students' Responses to RSI

3.3.1 Pilot study

A pilot study was carried out from March to June, 2011 to three different classes (the 10th, 11st, and 12nd, respectively), not the target classes in the formal study, to ensure whether the pre-test and post-test are suitable for the participants. Since the researcher was a substitute teacher whose schedule for the formal study was indecisive, he had to squeeze the time from the formal teaching schedule was precious for the pilot study and made the best use of every chance to ensure that the formal study could be put into practice at the same time. In this study, the participants of 40 tenth-graders, 47 eleventh-graders, and 42 twelfth-graders, were invited to complete Questionnaire I—Reading Strategy Questionnaire before & after RSI and Questionnaire II—Students' Responses to RSI to check whether the content and the statement need any revision.

In addition, two different versions of reading comprehension tests of 10 items each, are used for both the pre-test and post-test to check the feasibility of the test and appropriateness of the process, and any possible misspellings. Based on the test-takers' reactions and the results of the pilot study, the researcher made a great deal of changes and completed some necessary adjustments for the main study. They are as follows:

First of all, the participants were reduced to the twelfth-grade senior high school students only. The reason was that the participants from three grades covered too large population, which complicated the experiment. Simple focus on one grade might simplify the study and made researcher concentrate on less variables. Besides, since the original participants are from different grades, the teaching materials and textbooks are separated in accordance with their individual proficiency levels, which cause more complicated situation. Therefore, the formal experimental

participants were confined to the 12th-grade students of the same level.

Second, the entire background information survey was eliminated, since it was irrelevant to our research questions. The statements of the background information survey were too much concerned about the participants' motivation and learning attitudes, e.g., "Do you have any experience of traveling, studying and living in English-speaking foreign country?" and "Except for school textbooks and magazine subscribed by the school authority, how do you train yourself in reading?"

Third, in order not to be difficult for the participants, the words and phrases in the reading strategy questionnaire (questionnaire I) was made as easy as possible.

Last but not least, the number of the original reading comprehension test items in the pilot study were so small (just 10 items), posing a serious threat to validity and reliability. Thus, they were added to 25 ones for the pre- and post-test in the major study. In addition, the reading comprehension test items in the pre-test were different from those in the post-test in the pilot study. With a view to keeping a consistency in checking out the change of the reading strategy use before & after the instruction, this study adopted just one single set of reading test in both the pre-and post-test.

3.3.2The Main Study

The main study lasted for 18 weeks from September, 2011 to December, 2011. One class period a week was spent on the instruction. The study falls into three stages. At the first stage, a pre-test, a Group Embedded Figure Test, a GEPT reading comprehension test, and Questionnaire I (Reading Strategy Questionnaire before RSI) were conducted. At the second stage, FD/FI learning style instruction,

reading strategy instruction (RSI), and a statistics of the question types in reading comprehension tests of JCEE, RE, GSAT, and DRT 1996~2011 were executed. At the third stage, Questionnaire I (Reading Strategy Questionnaire after RSI), a post-test, and Questionnaire II on students' responses to RSI were carried out. In order not to affect the participants' performance, they were not informed of the research experiment. The pilot study and every stage in the main study were scheduled (see Table 3.10).

Table 3.10 A Schedule for the Pilot Study and the Main Study

Stage	Week	Content	Duration (min)
The Pilot Study			
		<ul style="list-style-type: none"> ➤ Doing a pilot study ➤ Preparing the reading comprehension test for pre-test and post-test ➤ Designing Questionnaire I before & after RSI ➤ Designing Questionnaire II on participants' response to RSI ➤ Purchasing GEPT test kit (Intermediate level for senior high school students) 	One semester
The Main Study			
The First Stage	1	<ul style="list-style-type: none"> ➤ Administering the pre-test (5 passages, 25 items) 	40
	2	<ul style="list-style-type: none"> ➤ Administering Group Embedded Figure Test-to group the participants into the FD/FI Group ➤ Administering GEPT reading comprehension test to examine the same proficiency level initially 	12 30
The Second Stage	3	<ul style="list-style-type: none"> ➤ Administering Questionnaire I (Reading Strategy Questionnaire before RSI) (40 items) ➤ Introducing FD/FI learning styles to inform the participants of their learning styles and knowledge of how to make use of their learning advantages and possible disadvantages ➤ Introducing a statistics of the question types in reading comprehension tests of JCEE, RE, GSAT, and DRT 1996~2011 	20 10 20
	4~15	<ul style="list-style-type: none"> ➤ Implementing Reading Strategy Instruction (RSI) 	12 weeks
The Third Stage	16	<ul style="list-style-type: none"> ➤ Administering Questionnaire I (Reading Strategy Questionnaire after RSI) (40 items) 	20
	17	<ul style="list-style-type: none"> ➤ Administering the post-test 	40
	18	<ul style="list-style-type: none"> ➤ Administering Questionnaire II on participants' responses to RSI (14 items) 	25

To elaborate on the consecutive steps, see the following explications.

Step 1: Pre-test before RSI for both FD and FI Groups

The pre-test was carried out for the two classes the same week. A test of 25 items in the reading comprehension tests was administered. It took 45 minutes.

Step 2: GEFT (Group Embedded Figure Test)

The Group Embedded Figure Test (GEFT) was administered to determine whether the learner's preferred learning style was field dependent (FD) or field independent (FI). The test spent 12 minutes.

Step 3: GEPT (General English Proficiency Test)

The intermediate-level General English Proficiency Test was administered as a homogeneous test to see whether the FD/ FI groups were at the same proficiency level initially.

Step 4: Questionnaire I—Reading Strategy Questionnaire before RSI

Questionnaire I (Reading Strategy Questionnaire) was conducted to figure out the frequency the FD/FI groups using these reading strategies before our treatment. The Questionnaire took 20 minutes.

Step 5: Learning Style Instruction for FD/FI

The participants were informed of the differences between the FD/FI learning styles and learning suggestions (see Table 2.1 and Part II in Appendix J).

Step 6: Reading Strategy Instruction (RSI)

The Reading Strategy Instruction lasted for four months, one hour each week. It was composed of two parts: reading strategy instruction and reading materials. In view of the reading strategy instruction, all the question statements in the Questionnaire I (RSQ) were reviewed, attracting students to the strategies of the organization and content in a text (the relations between paragraphs), the strategies

of the organization and content in a paragraph (the relations between sentences), and the strategies of the author's writing crafts. In other words, by taking advantage of these reading strategies, inclusive of global and local strategies, learners could be aware of how to get the whole picture of the passage (one of the characteristics of FD learning styles) and simultaneously, comprehend details (one of the characteristics of the FI learning styles) in their reading texts.

With regard to the reading materials, a detailed statistics of 1996~2011 Reading Comprehension Tests of JCEE, RE, GSAT, and DRT was introduced to arouse learners' interest and attract their attention, including the number of articles, test items, question types, and word number (see Appendix A). Moreover, the reading materials are direct from the reading comprehension tests from 1996 to 2011 with diversified question types to illustrate the reading strategies above-mentioned. Together with the explicit demonstration of a lot of articles and examples, students were taught how to raise their awareness and familiarize themselves with these reading strategies available for them through sufficient practices and exercises. As a result, they would get and comprehend the gists and essences of these underlying reading comprehension constructs, and further, make most use of these accessible strategies to identify the main idea, title, and source, recognize style/tone, draw implications and inference, find specific details, and determine bold word and reference in the context. Instead of being afraid of and averse to taking reading comprehension tests, learners might be gradually fond of and even enjoy reading.

Step 7: Questionnaire I—Reading Strategy Questionnaire after RSI

After four-month reading strategy instruction, Questionnaire I was conducted again to examine to what extent both FD and FI groups changed their reading strategy use. It also took 20 minutes.

Step 8: Post-test after RSI for the FD & FI Groups

The post-test was administered to the two classes by the researcher, one week after the final instruction in December. The test was intended to measure the effects of the RSI on the reading comprehension. The test also took 45 minutes. The post-test in December, 2011, was administered in the same way as the pre-test, and then, a comparison in performance between the pre-and post-test was made.

Step 9 : Questionnaire II— Student’s Responses to RSI

This questionnaire was aimed to obtain the participants’ responses to the reading strategy instruction. This questionnaire was administered to the FD/FI learners to explore the fact that the participants with different learning styles might manifest different degrees of awareness after the instruction. Students were requested to complete 14 questions in 25 minutes. Moreover, since the participants were from two different classes, the data were collected separately. All the data were gathered within a week. The results of questionnaire II were further analyzed and discussed afterwards.

3.4 Data Analysis

The research results were obtained mainly through the pre-and post-test, Questionnaire I (Reading Strategy Questionnaire) before and after RSI, and Questionnaire II (Students’ Responses to Reading Strategy Instruction and FD/FI Learning Style). The close-ended question data collected from the Questionnaire I before and after RSI were computed with SPSS 12.0 (Statistical Package for the Social Sciences) statistical software in Chinese version. The criterion level of .05 was adopted to determine a significant difference. In addition, the answers to the open-ended questions in the Questionnaire II were summarized to further clarify the

authenticity of the close-ended questions.

To answer RQ 1, paired samples- and independent sample t-test were used in the pre-and post-test to evaluate the effectiveness of the reading strategy instruction for the FD and FI groups. That is, the results explain if there was any significant effect after RSI on each group.

To answer RQ2, descriptive statistics, such as means, standard deviations, and t-values was adopted to compute how often different reading strategies were used, and find out the most frequently used global and local reading strategies. Paired samples t-tests were also used for the Questionnaire I (Reading Strategy Questionnaire) to see if there was any significant difference between the FD and FI groups in the change of global and local reading strategy use before and after RSI.

To answer RQ3, the Excel of the Microsoft was used in the pre-and post-test to compare the percentage of the numbers of the correct answers made by the FD and FI groups in each question type.

To answer RQ4, the Excel of the Microsoft was used to compute the answers to the closed-ended questions in Questionnaire II. Then, the most beneficial and the most difficult global and local reading strategies were listed in this part. Also, the participants' responses to the open-ended questions on the teaching and reading materials were further discussed.



Chapter 4

Results

In this chapter, the collected data are analyzed and the results are presented in the sequence of the four research questions raised in Chapter Two. Four sections are elaborated on (1) the results in response to Research Question 1; (2) the results in response to Research Question 2; (3) the results in response to Research Question 3, and (4) the results in response to Research Question 4.

4.1 Research Question 1: *How do FD/FI Learners perform in English reading comprehension before and after instruction? And which group of learner benefits more from the reading strategy instruction?*

4.1.1 How do FD/FI Learners perform in English reading comprehension before and after instruction?

To examine whether the FD group and FI group performed significantly differently in reading comprehension test before & after RSI, a paired samples *t*-test was conducted. The results of the paired samples *t*-test are represented in Table 4.1. There were significant differences between the FD group ($p = .012 < .05$) and the FI group ($p = .000 < .05$) in the pre-test and post-test.

Table 4.1 Results of the Paired Samples *T*-test in the Pre-and Post-test with FD and FI Groups

Group	Test	<i>M</i>	<i>SD</i>	<i>N</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Paired 1	FD pre-test - FD post-test	-6.50000	13.84709	32	-2.655	31	.012*
Paired 2	FI pre-test - FI post-test	-9.48837	13.35303	43	-4.660	42	.000**

4.1.2 Which group of learner benefits more from the reading strategy instruction?

To examine which group of learner benefits more from the reading strategy instruction, an independent sample t-test was conducted. Based on the results listed in Table 4.2, there were significant differences between the FD and FI groups in pre-test ($p = .000, < .05$) and post-test ($p = .000, < .05$). The mean score of the pre-test in the FD group was 61.63 while that of the pre-test in the FI group was 58.42. Furthermore, the mean score of the post-test in the FD group was 68.13 while that of the post-test in the FI group was 67.91. The results showed that both groups (the FD group and the FI group) made much progress in the reading test after the 18-week reading strategy instruction (RSI). In comparison, the FD group performed better than the FI group before and after RSI; however, the FI group (+9.49) improved better than the FD group (+6.50).

Table 4.2 Results of the Independent Sample *T*-test in the Pre-and Post-test with FD and FI groups

Group	Test	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
FD	Pre-test	61.63	17.42	20.016	31	.000**
FI	Pre-test	58.42	13.69	27.973	42	.000**
FD	Post-test	68.13	15.89	24.258	31	.000**
FI	Post-test	67.91	12.27	36.302	42	.000**

Note.

- 1.FD = Field Dependent group, FI = Field Independent group
- 2.*Significant at $p < .05$ (two-tailed)

A Summary of Responses to Research Question 1

Based on the results in Table 4.1, there were significant differences between the FD group and the FI group in the pre-and post-test. Based on the results in Table 4.2, the mean scores of FD in the pre-test and post-test were 61.63 and 68.13, and those of FI group in the pre-test and post-test were 58.42 and 67.91, respectively. So, learners in the FI group (+ 9.49) benefits more than those in the FD group (+ 6.50) after RSI.

4.2 Research Question 2: *How frequently do FD/FI Learners use different reading strategies before and after instruction?*

Table 4.3, Table 4.4, Table 4.5, and Table 4.6 present the results of the FD and FI groups' global and local reading strategy use in the Reading Strategy Questionnaire (Questionnaire I) before and after RSI.

4.2.1 Frequency of the FD group's Global Reading Strategy Use before & after RSI

To compute the FD group's responses to the global reading strategies (Q1-Q9, 34-40) before & after RSI, paired samples t-tests were conducted. Based on the results listed in Table 4.3, there were significant differences found in Item 1 "the opening paragraph, the main paragraph and the closing paragraph" ($p = .011 < .05$), Item 4 "every sentence in the first paragraph, especially in the thesis statement" ($p = .001 < .05$), Item 5 "every sentence in the last paragraph" ($p = .003 < .05$), Item 34 "how to arouse the reader's interest" ($p = .013 < .05$) and Item 36 "how to conclude the text" ($p = .037 < .05$).

Second, the most frequently used global reading strategies (over total mean score = 3.19, see Table 4.3) before RSI by the FD group were Item 1 "the opening paragraph, the main paragraph and the closing paragraph" ($M = 3.47$), Item 3 "title, subtitle, figure, and table" ($M = 3.47$), Item 4 "every sentence in the first paragraph, especially in the thesis statement" ($M = 3.34$), Item 5 "every sentence in the last paragraph" ($M = 3.44$), Item 7 "the possible development patterns of the supporting sentences (paragraph development)" ($M = 3.19$), Item 8 "the cohesion of the preceding or the next sentences" ($M = 3.53$), Item 9 "the closing sentence echoes with the topic sentence" ($M = 3.44$), Item 37 "get conclusion, inspiration, implication, or moral lesson" ($M = 3.38$), and Item 39 "style/tone" ($M = 3.31$).

The frequently used global reading strategies (overall mean score = 3.52, see

Table 4.3) by the FD group after RSI were Item 1” the opening paragraph, the main paragraph and the closing paragraph” (M = 4.0), Item 3“title, subtitle, figure, and table” (M = 3.69), Item 4 “every sentence in the first paragraph, especially in the thesis statement” (M = 4.34), and Item 5 “every sentence in the last paragraph” (M = 4.25), Item 37 “get conclusion, inspiration, implication, or moral lesson ”(M = 3.59).

Apparently, Items 1, 3, 4, 5, and 37 were the frequently used global reading strategies by the FD group both before & after RSI (see bold figures in Table 4.3).

Table 4.3 Frequency of the FD group’s Global Reading Strategy Use before & after RSI

No.	Global Reading Strategy Items	FD before RSI		FD after RSI		<i>t</i>	<i>df</i>	<i>Sig</i>
		Mean	SD	Mean	SD			
1	the opening paragraph, the main paragraph and the closing paragraph	3.47	0.98	4.0	0.80	-2.715	31	.011*
2	the coherence of paragraphs	2.88	0.91	3.19	0.82	-1.621	31	.115
3	title, subtitle, figure, and table	3.47	1.02	3.69	0.90	-1.126	31	.269
4	every sentence in the first paragraph, especially in the thesis statement	3.34	1.31	4.34	0.79	-3.712	31	.001*
5	every sentence in the last paragraph	3.44	1.16	4.25	0.80	-3.227	31	.003*
6	the topic sentences and the closing sentences in the main paragraph	3.09	1.17	3.34	1.04	-1.245	31	.222
7	the possible development patterns of the supporting sentences (paragraph development)	3.19	1.06	3.31	0.93	-.584	31	.564
8	the cohesion of the preceding or the next sentences	3.53	1.05	3.41	1.01	.643	31	.525
9	the closing sentence echoes with the topic sentence	3.44	1.13	3.5	1.16	-.239	31	.813
34	how to arouse reader’s interest	2.72	1.30	3.25	1.22	-2.647	31	.013*
35	the specific details and substantial evidence	2.94	1.13	3.19	1.12	-1.114	31	.274
36	how to conclude the text	2.72	1.22	3.22	1.24	-2.184	31	.037*
37	get conclusion, inspiration, implication, or moral lesson	3.38	1.21	3.59	1.19	-.865	31	.394
38	the writing purpose	3.06	1.22	3.44	1.34	-1.482	31	.148
39	style/tone	3.31	1.12	3.5	1.11	-.882	31	.385
40	the possible sources of the text	3.13	0.94	3.16	0.99	-.144	31	.887
	Total Mean Score	3.19		3.52				

Note.

1. FD = Field Dependent group
2. N = 32 for the FD group
3. *Significant at $p < .05$ (two-tailed)

4.2.2 Frequency of the FD group's Local Reading Strategy Use before & after RSI

To compute the FD group's responses to the local reading strategies (Q10-33) before & after RSI, paired samples t-tests were conducted. Based on the results listed in Table 4.4, there were significant differences found in Item 17 "comparison-contrast" ($p = .020 < .05$), Item 19 "the positive degree, the comparative degree, and the superlative degree" ($p = .048 < .05$), Item 25 "illustrative, distractive, and explicative" ($p = .024 < .05$), and Item 28 "appositive" ($p = .030 < .05$).

Second, the most frequently used local reading strategies by the FD group before RSI (overall mean score = 3.42, see Table 4.4) were Item 10 "time order" ($M = 3.84$), Item 11 "who, when, where, why, how, which, and what" ($M = 3.78$), Item 14 "cause & effect" ($M = 3.75$), Item 15 "condition" ($M = 3.53$), Item 16 "aiming" ($M = 3.47$), Item 18 "subtractive/ exception, or particularity" ($M = 3.50$), Item 22 "exemplifying" ($M = 4.06$), Item 23 "listing order" ($M = 4.06$), Item 27 "number or date in Arabic numeral or in English" ($M = 4.09$) and Item 29 "stylistic" ($M = 3.63$).

In addition, the most frequently used local reading strategies by the FD group after RSI (overall mean score = 3.65, see Table 4.4) were Item 10 "time order" ($M = 4.03$), Item 11 "who, when, where, why, how, which, and what" ($M = 3.84$), Item 14 "cause & effect" ($M = 3.92$), Item 16 "aiming" ($M = 3.72$), Item 17 "comparison-contrast" ($M = 3.88$), Item 18 "subtractive/ exception, or particularity" ($M = 3.91$), Item 22 "exemplifying" ($M = 4.13$), Item 23 "listing order" ($M = 4.09$), Item 25 "illustrative, distractive, and explicative" ($M = 3.72$), Item 26 "logical order/ the order of the importance" ($M = 4.16$), Item 27 "number or date in Arabic

numeral or in English” (M = 4.22), and Item 29 “stylistic” (M = 4.00).

Apparently, Items 10, 11, 14, 16, 18, 22, 23, 27 and 29 were the most frequently used local reading strategies by the FD group before and after RSI. (see bold figures in Table 4.4)

Table 4.4 Frequency of the FD group’s Local Reading Strategy Use before & after RSI

No.	Local Reading Strategy Items	FD Before RSI		FD after RSI		<i>t</i>	<i>df</i>	<i>Sig.</i>
		Mean	SD	Mean	SD			
10	time order	3.84	1.08	4.03	1.03	-.641	31	.526
11	who, when, where, why, how, which, and what	3.78	0.98	3.84	0.92	-.291	31	.773
12	spatial order	3.03	1.00	3.22	1.04	-.757	31	.455
13	additive	3.28	0.96	3.38	1.01	-.487	31	.629
14	cause & effect	3.75	0.95	3.94	0.98	-.882	31	.385
15	condition	3.53	0.88	3.47	1.02	.360	31	.721
16	aiming	3.47	0.88	3.72	1.25	-1.187	31	.244
17	comparison-contrast	3.41	0.91	3.88	0.83	-2.462	31	.020*
18	subtractive/ exception, or particularity	3.50	0.92	3.91	0.89	.254	31	.801
19	the positive degree, the comparative degree, and the superlative	3.22	1.18	3.53	0.98	-2.058	31	.048*
20	concessive	3.25	1.16	3.56	1.13	-1.186	31	.245
21	defining	3.16	1.14	3.59	1.07	-1.951	31	.060
22	exemplifying	4.06	0.88	4.13	0.71	-.329	31	.745
23	listing order	4.06	0.88	4.09	0.69	-.177	31	.861
24	classifying	2.84	0.77	3.13	1.10	-1.660	31	.107
25	illustrative, distractive, and explicative	3.19	1.15	3.72	1.05	-2.367	31	.024*
26	logical order/ the order of the importance	3.34	1.13	3.66	0.79	-1.469	31	.152
27	number or date in Arabic numeral or in English	4.09	0.89	4.22	0.79	-.597	31	.555
28	appositive	3.13	1.07	3.59	0.98	-2.279	31	.030*
29	stylistic	3.63	1.26	4.00	0.95	-1.714	31	.097
30	inversion	2.84	1.19	2.78	0.91	.320	31	.751
31	emphatic	3.19	1.18	3.38	1.19	-.882	31	.385
32	bold word	3.41	1.13	3.50	1.05	-.533	31	.598
33	reference	3.09	1.20	3.38	0.94	-1.392	31	.174
	Total Mean Score	3.42		3.65				

Note.

1. FD = Field Dependent group
2. N = 32 for the FD group
3. *Significant at $p < .05$ (two-tailed)

4.2.3 Frequency of the FI group's Global Reading Strategy Use before & after RSI

To compute the FI group's responses to the global reading strategies (Q1-Q9, Q34-40) before and after RSI, paired samples t-tests were conducted. Based on the results listed in Table 4.5, there were significant differences found in Item 1 "the opening paragraph, the main paragraph and the closing paragraph" ($p = .029 < .05$), Item 4 "every sentence in the first paragraph, especially in the thesis statement" ($p = .000, p < .05$), Item 5 "every sentence in the last paragraph" ($p = .039 < .05$), Item 34 "how to arouse reader's interest" ($p = .011 < .05$), Item 38 "the writing purpose" ($p = .035 < .05$), Item 39 "style/tone" ($p = .014 < .05$) and Item 40 "the possible sources of the text" ($p = .031 < .05$).

Second, the frequently used global reading strategies by the FI group before RSI (overall mean score = 3.33) were Item 1 "the opening paragraph, the main paragraph and the closing paragraph" ($M = 3.56$), Item 3 "title, subtitle, figure, and table" ($M = 3.79$), Item 4 "every sentence in the first paragraph, especially in the thesis statement" ($M = 3.51$), Item 5 "every sentence in the last paragraph" ($M = 3.74$), Item 8 "the cohesion of the preceding or the next sentences" ($M = 3.40$), Item 9 "the closing sentence echoes with the topic sentence" ($M = 3.37$), Item 35 "the specific details and substantial evidence" ($M = 3.44$), Item 36 "how to conclude the text" ($M = 3.40$), and Item 37 "get conclusion, inspiration, implication, or moral lesson" ($M = 3.67$).

In addition, the frequently used global reading strategies by the FI group (over total mean score = 3.62) after RSI were Item 1 "the opening paragraph, the main paragraph and the closing paragraph" ($M = 4.02$), Item 3 "title, subtitle, figure, and table" ($M = 3.88$), Item 4 "every sentence in the first paragraph, especially in the thesis statement" ($M = 4.21$), Item 5 "every sentence in the last paragraph" (M

= 4.14), Item 35 “the specific details and substantial evidence” (M = 3.65), Item 37 “get conclusion, inspiration, implication, or moral lesson” (M = 4.05), and Item 39 “style/tone” (M = 3.63)

Apparently, Items 1, 3, 4, 5, 35 and 37 were the most frequently used global reading strategies by the FI group before and after RSI. (see bold figures in Table 4.5)

4.2.4 Frequency of the FI group’s Local Reading Strategy Use before & after RSI

To compute the FI group’s responses to the local reading strategies (Q10-33) before & after RSI, paired samples t-tests were conducted. Based on the results listed in Table 4.6, there were significant differences found in Item 12 “spatial order” ($p = .002 < .05$), Item 20 “concessive” ($p = .012 < .05$), Item 28 “appositive” ($p = .033 < .05$), Item 29 “stylistic” ($p = .042 < .05$), Item 30 “inversion” ($p = .025 < .05$), and Item 31 “emphatic” ($p = .006, p < .05$).

Second, the most frequently used local reading strategies (over total mean score = 3.37) by the FI group before RSI were Item 10 “time order” (M = 3.51), Item 11 “subtractive/ exception, or particularity” (M = 3.70), Item 14 “subtractive/ exception, or particularity” (M = 3.72), Item 16 “subtractive/ exception, or particularity” (M = 3.58), Item 17 “subtractive/ exception, or particularity” (M = 3.47), Item 18 “subtractive/ exception, or particularity” (M = 3.98), Item 19 “the positive degree, the comparative degree, and the superlative degree” (M = 3.37), Item 22 “exemplifying” (M = 4.05), Item 23 “listing order” (M = 4.12), Item 25 “illustrative, distractive, and explicative” (M = 3.37), Item 27 “number or date in Arabic numeral or in English” (M = 3.95), Item 29 “stylistic” (M = 3.51), and Item 32 “word meaning” (M = 3.63).

Table 4.5 Frequency of the FI group's Global Reading Strategy Use before & after RSI

No.	Global Reading Strategy Items	FI before RSI		FI after RSI		<i>t</i>	<i>df</i>	<i>Sig</i>
		Mean	SD	Mean	SD			
1	the opening paragraph, the main paragraph and the closing paragraph	3.56	1.20	4.02	1.04	-2.257	42	.029*
2	the coherence of paragraphs	3.23	1.04	3.19	0.98	.286	42	.777
3	title, subtitle, figure, and table	3.79	1.13	3.88	1.07	-.467	42	.643
4	every sentence in the first paragraph, especially in the thesis statement	3.51	0.99	4.21	0.86	-3.925	42	.000*
5	every sentence in the last paragraph	3.74	1.00	4.14	0.89	-2.129	42	.039*
6	the topic sentences and the closing sentences in the main paragraph	3.14	1.06	3.07	0.91	.352	42	.726
7	the possible development patterns of the supporting sentences (paragraph development)	3.09	1.25	3.33	1.06	-1.021	42	.313
8	the cohesion of the preceding or the next sentences	3.40	0.93	3.60	1.12	-1.269	42	.211
9	the closing sentence echoes with the topic sentence	3.37	1.00	3.47	1.12	-.404	42	.688
34	how to arouse reader's interest	2.67	1.15	3.23	1.31	-2.675	42	.011*
35	the specific details and substantial evidence	3.44	1.14	3.65	0.92	-1.220	42	.229
36	how to conclude the text	3.40	1.26	3.40	1.09	.000	42	1.000
37	get conclusion, inspiration, implication, or moral lesson	3.67	1.19	4.05	1.17	-1.767	42	.084
38	the writing purpose	3.12	1.22	3.56	1.18	-2.174	42	.035*
39	style/tone	3.09	1.17	3.63	1.00	-2.562	42	.014*
40	the possible sources of the text	3.05	1.15	3.51	0.99	-2.228	42	.031*
	Total Mean Score	3.33		3.62				

In addition, the most frequently used local reading strategies by the FI group (overall mean score = 3.61) after RSI were Item 10 “time order “ (M = 3.95), Item 11 “who, when, where, why, how, which, and what” (M = 3.93), Item 14 “cause & effect“ (M =3.98), Item 16 “aiming” (M = 3.93), Item 17 “comparison-contrast” (M = 3.72), Item 18 “subtractive/ exception, or particularity” (M = 3.93), Item 21 “defining “ (M = 3.74), Item 22 “exemplifying” (M = 3.98), Item 23 “listing order” (M =3.86), Item 27 “number or date in Arabic numeral or in English” (M =4.23),

Item 29 “stylistic” (M =3.84), and Item 32 “word meaning” (M =3.72).

Apparently, Items 10, 11, 14, 16, 17, 18, 21, 22, 23, 27, 29, and 32 were the most frequently used local reading strategies by the FI group before and after RSI.

(see bold figures in Table 4.6)

Table 4.6 Frequency of the FI group’s Local Reading Strategy Use before & after RSI

No.	Local Reading Strategy Items	FI before RSI		FI after RSI		<i>t</i>	<i>df</i>	<i>Sig</i>
		Mean	SD	Mean	SD			
10	time order	3.51	1.06	3.95	1.07	-1.872	42	.068
11	who, when, where, why, how, which, and what	3.70	1.01	3.93	0.91	-1.349	42	.185
12	spatial order	2.72	1.01	3.37	1.00	-3.267	42	.002*
13	additive	3.19	1.08	3.42	1.05	-1.375	42	.176
14	cause & effect	3.72	1.05	3.98	0.96	-1.505	42	.140
15	condition	3.30	1.15	3.60	0.90	-1.618	42	.113
16	aiming	3.58	1.07	3.93	0.94	-1.950	42	.058
17	comparison-contrast	3.47	1.16	3.72	0.88	-1.401	42	.168
18	subtractive/ exception, or particularity	3.98	0.96	3.93	1.06	.243	42	.809
19	the positive degree, the comparative degree, and the superlative	3.37	0.98	3.37	0.98	.000	42	1.000
20	concessive	2.81	1.14	3.35	1.11	-2.630	42	.012*
21	defining	3.37	1.13	3.74	1.16	-1.631	42	.110
22	exemplifying	4.05	0.95	3.98	0.94	.374	42	.710
23	listing order	4.12	0.96	3.86	1.10	1.600	42	.117
24	classifying	2.86	1.04	3.05	0.93	-1.213	42	.232
25	illustrative, distractive, and explicative	3.37	1.29	3.53	0.98	-.980	42	.333
26	logical order/ the order of the importance.	3.26	1.05	3.51	0.99	-1.357	42	.182
27	number or date in Arabic numeral or in English	3.95	1.00	4.23	1.00	-1.391	42	.171
28	appositive	2.95	1.17	3.28	1.01	-2.203	42	.033*
29	stylistic	3.51	1.37	3.84	1.21	-2.099	42	.042*
30	inversion	2.53	1.05	2.93	0.91	-2.324	42	.025*
31	emphatic	2.84	1.02	3.40	1.00	-2.906	42	.006*
32	bold word	3.63	1.25	3.72	1.28	-.400	42	.691
33	reference	3.07	0.94	3.12	1.01	-.247	42	.806
	Total Mean Score	3.37		3.61				

1. FI = Field Independent group
2. N= 43 for the FI group
3. *Significant at $p < .05$ (two-tailed)

A Summary of Responses to Research Question 2

As indicated in Table 4.3, in the use of global reading strategies by the FD group after RSI, there were significant differences in Items 1, 4, 5, 34, and 36. The frequently used global reading strategies by the FD group before RSI were Items 1, 3, 4, 5, 7, 8, 9, 37 and 39. Those by the FD group after RSI were Items 1, 3, 4, 5, and 37.

As shown in Table 4.4, in the use of local reading strategies by the FD group after RSI, there were significant differences in Items 17, 19, 25, and 28. The most frequently used local reading strategies by the FD group before RSI were Items 10, 11, 14, 15, 16, 18, 22, 23, 27, and 29. Those by the FD group after RSI were Items 10, 11, 14, 16, 17, 18, 22, 23, 25, 26, 27, and 29.

As presented in Table 4.5, in the use of global reading strategies by the FI group after RSI, there were significant differences in Items 1, 4, 5, 34, 38, 39, and 40. The most frequently used global reading strategies by the FI group before RSI were Items 1, 3, 4, 5, 8, 9, 35, 36 and 37. Those by the FI group after RSI are Items 1, 3, 4, 5, 35, 37 and 39.

As revealed in Table 4.6, in the use of local reading strategies by the FI group after RSI, there were significant differences in Items 12, 20, 28, 29, 30, and 31. The most frequently used local reading strategies by the FI group before RSI were Items 10, 11, 14, 16, 17, 18, 19, 21, 22, 23, 25, 27, 29 and 32. Those by the FI group after RSI were Items 10, 11, 14, 16, 17, 18, 21, 22, 23, 27, 29, and 32.

After synthesizing the results reported in Table 4.3, Table 4.4, Table 4.5, and Table 4.6, we come up with the results of the significant differences in the use of the global and local reading strategies by the FD and FI groups in Table 4.7.

Table 4.7 A Comparison of Significantly Different Global/Local Reading Strategies Used by FD/FI Groups before/after RSI

Global		Local	
FD group	FI group	FD group	FI group
1	1	17	12
4	4	19	20
5	5	25	28
34	34	28	29
36	38		30
	39		31
	40		
see Table 4.3	see Table 4.5	see Table 4.4	see Table 4.6

First, both FD and FI groups made great improvements in the use of global reading strategies as indicated in Items 1, 4, 5 and 34. However, the FD group made great improvements in the use of global reading strategies in Item 36 and the FI group, in Items 38, 39, and 40 respectively.

Second, both FD and FI groups made great improvements in the use of local reading strategies as indicated in only Item 28. However, the FD group made great improvements in the use of local reading strategies in Items 17, 19 and 25, and the FI group, in Items 12, 20, 29, 30 and 31 respectively.

In brief, Table 4.7 reveals that after our treatment, the FD group and the FI group made great improvements in the use of global and local reading strategies either in the identical items or in the different ones. Such results may verify that our reading strategy instruction (RSI) worked wonders on both groups, and positively changed FD and FI learners' reading behavior.

Table 4.7 indicates that the FD group and the FI group made great improvements in the use of global and local reading strategies. From Table 4.7, we draw the identical items putting them together in Table 4.8 (A) and the different items, in Table 4.8 (B).

Table 4.8 (A) FD and FI Groups Used the Significantly Different Global/Local Reading Strategies in the Identical Items after RSI

Global Reading Strategy		
FD group/ FI group		
Item	1	the opening paragraph, the main paragraph and the closing paragraph
	4	every sentence in the first paragraph, especially in the thesis statement
	5	every sentence in the last paragraph
	34	how to arouse reader's interest
Local Reading Strategy		
FD group/ FI group		
Item	28	appositive

Table 4.8 (B) FD and FI Groups Used the Significantly Different Global/Local Reading Strategies in the Different Items after RSI

Global Reading Strategy		
FD group		
Item	36	how to conclude the text
FI group		
Item	38	the writing purpose
	39	style/tone
	40	the possible sources of the text
Local Reading Strategy		
FD group		
Item	17	comparison or contrast
	19	the positive degree, the comparative degree, and the superlative degree
	25	illustrative, distractive, and explicative
FI group		
Item	12	spatial order
	20	concessive
	29	stylistic
	30	inversion
	31	emphatic

Likewise, after synthesizing the results reported in Table 4.3, Table 4.4, Table 4.5, and Table 4.6, we come up with the frequently used global/local reading strategies by the FD/FI groups before/after RSI in Table 4.9.

Table 4.9 Frequently Used Global/Local Reading Strategies by the FD/FI Groups before/after RSI

Before RSI				After RSI			
Global		Local		Global		Local	
FD group	FI group	FD group	FI group	FD group	FI group	FD group	FI group
1	1	10	10	1	1	10	10
3	3	11	11	3	3	11	11
4	4	14	14	4	4	14	14
5	5	15	16	5	5	16	16
7	8	16	17	37	35	17	17
8	9	18	18		37	18	18
9	35	22	19		39	22	21
37	36	23	21			23	22
39	37	27	22			25	23
		29	23			26	27
			25			27	29
			27			29	32
			29				
			32				
See Table 4.3	See Table 4.5	See Table 4.4	See Table 4.6	See Table 4.3	See Table 4.5	See Table 4.4	See Table 4.6

Note.

1. RSI = Reading Strategy Instruction
2. FD = Field Dependent group, FI = Field Independent group

Table 4.9 lists the most frequently used global and local reading strategies by the FD and FI group before and after RSI. From Table 4.9, we draw the identical items putting them together in Table 4.10 (A) and Table 4.10 (B) and the different items, in Table 4.11 (A) and Table 4.11 (B).

Table 4.10 (A) The FD and FI Groups Most Frequently Used the “Same” Items in Global/Local Reading Strategies before RSI

Global Reading Strategy		
FD group/ FI group		
Item	1	the opening paragraph, the main paragraph and the closing paragraph
	3	title, subtitle, figure, and table
	4	every sentence in the first paragraph, especially in the thesis statement
	5	every sentence in the last paragraph
	8	the cohesion of the preceding or the next sentences
	9	the closing sentence echoes with the topic sentence
	37	get conclusion, inspiration, implication, or moral lesson
Local Reading Strategy		
FD group/ FI group		
Item	10	time order
	11	who, when, where, why, how, which, and what
	14	cause & effect
	16	aiming
	18	subtractive/ exception, or particularity
	22	exemplifying
	23	listing order
	27	number or date in Arabic numeral or in English
	29	stylistic

Table 4.10 (B) The FD and FI Groups Most Frequently Used the “Same” Items in Global/Local Reading Strategies after RSI

Global reading strategy		
FD group/ FI group		
Item	1	the opening paragraph, the main paragraph and the closing paragraph
	3	title, subtitle, figure, and table
	4	every sentence in the first paragraph, especially in the thesis statement
	5	every sentence in the last paragraph
	37	get conclusion, inspiration, implication, or moral lesson
Local Reading Strategy		
FD group/ FI group		
Item	10	time order
	11	who, when, where, why, how, which, and what
	14	cause & effect
	16	aiming
	17	comparison-contrast
	18	subtractive/ exception, or particularity
	22	exemplifying
	23	listing order
	27	number or date in Arabic numeral or in English
	29	stylistic

Table 4.11 (A) The FD and FI Groups Most Frequently Used the “Different” Items in Global/Local Reading Strategies before RSI

Global Reading Strategy		
FD group		
Item	7	the possible development patterns of the supporting sentences (paragraph development)
	39	style/tone
FI group		
Item	35	the specific details and substantial evidence
	36	how to conclude the text
Local Reading Strategy		
FD group		
Item	15	condition
FI group		
Item	17	comparison-contrast
	19	the positive degree, the comparative degree, and the superlative degree
	21	defining
	25	illustrative, distractive, and explicative
	32	bold word

Table 4.11 (B) The FD and FI Groups Most Frequently Used the “Different” Items in Global/Local Reading Strategies after RSI

Global reading strategy		
FD group		
Item	None	none
FI group		
Item	35	the specific details and substantial evidence
	39	style/tone
Local Reading Strategy		
FD group		
Item	25	illustrative, distractive, and explicative
	26	logical order/ the order of the importance
FI group		
Item	21	defining
	32	bold word

4.3 Research Question 3—How do FD/FI learners perform in reading

comprehension question types before and after instruction: the main idea, the best title, possible source, organization, style/tone, writing purpose, conclusion, inference, specific detail, bold word and reference?

The following section presents the FD and FI groups' performance in the pre-test of the question types before RSI.

4.3.1 The FD Group's Performance in Question Types before RSI

To facilitate our comparison of FD learners' performance in reading comprehension question types before RSI, a statistics of the pre-test question type in the sequential order for the FD group before RSI was done [see Table 4.12 (A)].

Table 4.12 (A) A Statistics of the Pre-test Question Types in the Sequential Order for the FD Group before RSI

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	
Question Type	main idea	word meaning	inference	inference	main idea	detail	word meaning	main idea	detail	inference	detail	source	detail	word meaning	detail	inference	detail	detail	attitude	detail	inference	inference	purpose	reference	inference	Total
Number of Correct Answers	29	19	21	30	25	26	30	23	20	14	13	27	25	15	20	24	22	23	14	7	6	11	19	17	14	493

To probe into the FD learners' performance in reading comprehension question types before RSI, a statistics of the pre-test global & local question types for the FD group before RSI was done [see Table 4.12 (B)].

Table 4.12 (B) A Statistics of the Pre-test Global & Local Question Types for the FD Group before RSI

No.	Q1	Q5	Q8	Q11	Q11	Q12	Q13	Q14	Q16	Q16	Q17	Q17	Q18	Q18	Q19	Q19	Q20	Q20	Q21	Q21	Q22	Q22	Q23	Q23	Q24	Q24			
Strategies	Global												Local																
Question Type	main idea	main idea	main idea	source	style/tone	purpose	inference	inference	inference	inference	inference	inference	inference	inference	detail	detail	detail	detail	detail	detail	detail	detail	detail	detail	bold word	bold word	bold word	reference	Total
Number of Correct Answers	29	25	23	27	14	19	21	30	14	24	6	11	14	26	20	3	5	20	21	23	7	9	30	15	17	17	493		

Table 4.12 (C) further summarizes the results shown in Table 4.12 (B) for better understanding the sub-categories of global & local strategies and the percentage of the number of correct answers in each question type.

Table 4.12 (C) A Sum-up Statistics of the Pre-test Global & Local Question Types for the FD Group before RSI

No.	Q1	Q5	Q8	Q12	Q11	Q2	Q3	Q4	Q10	Q11	Q12	Q12	Q12	Q6	Q9	Q1	Q1	Q1	Q1	Q1	Q2	Q2	Q7	Q1	Q2
Strategies	Global												Local												
Question Type	main idea		source		style/ tone		purpose		inference		detail						bold word		reference		Total				
Number of Correct Answers	77		27		14		19		120		155						64		17		493				
Percentage of the Number of Correct Answers	80%		84%		44%		59%		54%		61%						67%		53%						

Note. N= 32 of the FD group

4.3.2 The FI group's Performance in Question Types before RSI

To facilitate our comparison of FI learners' performance in reading comprehension question types before RSI, a statistics of the pre-test question type in the sequential order for the FI group before RSI was done [see Table 4.13 (A)]

Table 4.13 (A) A Statistics of the Pre-test Question Types in the Sequential Order for the FI Group before RSI

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	
Question Type	main idea	bold word	inference	inference	main idea	detail	bold word	main idea	detail	inference	detail	source	detail	bold word	detail	inference	detail	detail	attitude	detail	inference	inference	purpose	reference	inference	Total
Number of Correct Answers	33	26	29	40	34	38	35	33	11	12	25	30	30	20	22	38	24	30	8	4	10	17	33	23	23	628

To probe into the FI learners' performance in reading comprehension question types before RSI, a statistics of the pre-test global & local question types for the FI group before RSI was done [see Table 4.13 (B)].

Table 4.13 (B) A Statistics of the Pre-test Global & Local Question Types for the FI Group before RSI

No.	Q1	Q5	Q8	Q12	Q19	Q23	Q29	Q34	Q40	Q46	Q51	Q57	Q62	Q68	Q73	Q79	Q84	Q90	Q96	Q101	Q107	Q112	Q118	Q124	Q130	Q136	Q141	Q147	Q153	Q159	Q165	Q171	Q177	Q183	Q189	Q195	Q201	Q207	Q213	Q219	Q225	Q231	Q237	Q243	Q249	Q255	Q261	Q267	Q273	Q279	Q285	Q291	Q297	Q303	Q309	Q315	Q321	Q327	Q333	Q339	Q345	Q351	Q357	Q363	Q369	Q375	Q381	Q387	Q393	Q399	Q405	Q411	Q417	Q423	Q429	Q435	Q441	Q447	Q453	Q459	Q465	Q471	Q477	Q483	Q489	Q495	Q501	Q507	Q513	Q519	Q525	Q531	Q537	Q543	Q549	Q555	Q561	Q567	Q573	Q579	Q585	Q591	Q597	Q603	Q609	Q615	Q621	Q627	Q633	Q639	Q645	Q651	Q657	Q663	Q669	Q675	Q681	Q687	Q693	Q699	Q705	Q711	Q717	Q723	Q729	Q735	Q741	Q747	Q753	Q759	Q765	Q771	Q777	Q783	Q789	Q795	Q801	Q807	Q813	Q819	Q825	Q831	Q837	Q843	Q849	Q855	Q861	Q867	Q873	Q879	Q885	Q891	Q897	Q903	Q909	Q915	Q921	Q927	Q933	Q939	Q945	Q951	Q957	Q963	Q969	Q975	Q981	Q987	Q993	Q999
Strategies	Global															Local																																																																																																																																																										
Question Type	main idea	main idea	main idea	source	style/tone	Purpose	inference	inference	inference	inference	inference	inference	inference	inference	inference	detail	detail	detail	detail	detail	detail	detail	detail	detail	detail	detail	bold word	bold word	bold word	reference	Total																																																																																																																																											
Number of Correct Answers	33	34	33	30	8	33	29	40	12	38	10	17	23	38	11	25	30	20	34	22	24	30	4	26	35	20	23	20	3	6	5	0	2	3	2	2	3	4	6	5	0	3	628																																																																																																																															

Table 4.13 (C) further summarizes the results shown in Table 4.13 (B) for better understanding the sub-categories of global & local strategies and the percentage of the number of correct answers in each question type.

Table 4.13 (C) A Sum-up Statistics of the Pre-test Global & Local Question Types for the FI Group before RSI

No.	Q1	Q5	Q8	Q12	Q19	Q23	Q29	Q34	Q40	Q46	Q51	Q57	Q62	Q68	Q73	Q79	Q84	Q90	Q96	Q101	Q107	Q112	Q118	Q124	Q130	Q136	Q141	Q147	Q153	Q159	Q165	Q171	Q177	Q183	Q189	Q195	Q201	Q207	Q213	Q219	Q225	Q231	Q237	Q243	Q249	Q255	Q261	Q267	Q273	Q279	Q285	Q291	Q297	Q303	Q309	Q315	Q321	Q327	Q333	Q339	Q345	Q351	Q357	Q363	Q369	Q375	Q381	Q387	Q393	Q399	Q405	Q411	Q417	Q423	Q429	Q435	Q441	Q447	Q453	Q459	Q465	Q471	Q477	Q483	Q489	Q495	Q501	Q507	Q513	Q519	Q525	Q531	Q537	Q543	Q549	Q555	Q561	Q567	Q573	Q579	Q585	Q591	Q597	Q603	Q609	Q615	Q621	Q627	Q633	Q639	Q645	Q651	Q657	Q663	Q669	Q675	Q681	Q687	Q693	Q699	Q705	Q711	Q717	Q723	Q729	Q735	Q741	Q747	Q753	Q759	Q765	Q771	Q777	Q783	Q789	Q795	Q801	Q807	Q813	Q819	Q825	Q831	Q837	Q843	Q849	Q855	Q861	Q867	Q873	Q879	Q885	Q891	Q897	Q903	Q909	Q915	Q921	Q927	Q933	Q939	Q945	Q951	Q957	Q963	Q969	Q975	Q981	Q987	Q993	Q999
Strategies	Global															Local																																																																																																																																																										
Question Type	main idea	source	style/tone	purpose	inference											detail											bold word		reference	Total																																																																																																																																												
Number of Correct Answers	100	30	8	33	169										184											81		23	628																																																																																																																																													
Percentage of the Number of Correct Answers	78%	70%	19%	77%	56%										53%											63%		53%																																																																																																																																														

To answer Research Question 3, the researcher compared the results shown in Table 4.12 (C) with those in Table 4.13 (C). Based on the results of the percentage for the number of correct answers made by both FD and FI groups in the pre-test in Table 4.13 (D), the FD group performed better than the FI group in the following question types: the main idea (global), source (global) style/tone (global), detail (local), and bold word (local). The FI group performed better than the FD group in the following question types: writing purpose (global), and inference (global). Meanwhile, the FD group and the FI group performed the same in the reference (local) question type.

Table 4.13 (D) A Sum-up Statistics of the Pre-test Global & Local Question Types for the FI Group

No.	Q1	Q5	Q8	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	
Strategies	Global											Local														
Question Type	main idea	source	style/tone	purpose	inference																					Total
FD Percentage of the Number of Correct Answers in Pre-test	80%	84%	44%	59%																						
FI Percentage of the Number of Correct Answers in Pre-test	78%	70%	19%	77%																						

Note.

1. FD = Field Dependence, FI = Field Independence
2. N= 32 of the FD group, N= 43 of the FI group

The following section presents the FD and FI groups' performance in the post-test of the question types after RSI.

4.3.3 The FD group's Performance in Question Types after RSI

To facilitate our comparison of FD learners' performance in reading comprehension question types after RSI, a statistics of the post-test question type in the sequential order for the FD group after RSI was done [see Table 4.14 (A)].

Table 4.14 (A) A Statistics of the Post-test Question Types in the sequential Order for the FD Group after RSI

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	
Question Type	main idea	bold word	inference	inference	main idea	detail	bold word	main idea	detail	inference	detail	source	detail	bold word	detail	inference	detail	detail	attitude	detail	inference	inference	purpose	reference	inference	Total
Number of Correct Answers	29	27	25	31	25	23	31	29	14	13	15	28	26	22	22	24	23	26	13	14	17	16	16	21	15	545

To probe into the FD learners' performance in reading comprehension question types after RSI, a statistics of the post-test global & local question types for the FD group after RSI was done [see Table 4.14 (B)]

Table 4.14 (B) A Statistics of the Post-test Global & Local Question Types for the FD Group after RSI

No.	Q1	Q5	Q8	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q27	Q31	Q32							
Strategies	Global												Local														
Question Type	main idea	main idea	main idea	source	style/ tone	purpose	inference	inference	inference	inference	inference	inference	inference	detail	detail	detail	detail	detail	detail	detail	detail	bold word	bold word	bold word	reference	Total	
Number of Correct Answers	29	25	29	28	13	16	25	31	13	24	17	16	15	23	14	15	26	22	23	26	4	27	31	22	21	545	

Table 4.14 (C) further summarizes the results shown in Table 4.14 (B) for better understanding the sub-categories of global & local strategies and the percentage of the number of correct answers in each question type.

Table 4.14 (C) A Sum-up Statistics of the Post-test Global & Local Question Types for the FD Group after RSI

No.	Q1	Q5	Q8	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
Strategies	Global												Local												
Question Type	main idea		source		style/tone		purpose		inference						detail				bold word		reference		Total		
Number of Correct Answers	83		28		13		16		141						163				80		21		545		
Percentage of the Number of Correct Answers	86%		88%		41%		50%		63%						64%				83%		66%				

4.3.4 The FI Groups' Performance in Question Types after RSI

To facilitate our comparison of FI learners' performance in reading comprehension question types after RSI, a statistics of the post-test question type in the sequential order for the FI group after RSI was done [see Table 4.15 (A)]

Table 4.15 (A) A Statistics of the Post-test Question Types in the sequential Order for the FI Group after RSI

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total
Question Type	main idea	bold word	inference	inference	main idea	detail	bold word	main idea	detail	inference	detail	source	detail	bold word	detail	inference	detail	detail	attitude	detail	inference	inference	purpose	reference	inference	Total
Number of Correct Answers	42	31	30	40	34	35	40	36	15	22	25	38	31	29	29	34	37	38	14	13	16	19	30	30	22	730

To probe into the FI learners’ performance in reading comprehension question types after RSI, a statistics of the post-test global & local question types for the FI group after RSI was done [see Table 4.15 (B)].

Table 4.15 (B) A Statistics of the Post-test Global & Local Question Types for the FI Group after RSI

No.	Q1	Q5	Q8	Q12	Q11	Q23	Q34	Q41	Q11	Q22	Q22	Q25	Q6	Q9	Q11	Q13	Q15	Q17	Q18	Q20	Q22	Q7	Q14	Q24		
Strategies	Global												Local													
Question Type	main idea	main idea	main idea	source	style/tone	purpose	inference	inference	inference	inference	inference	inference	inference	detail	detail	detail	detail	detail	detail	detail	detail	bold word	bold word	bold word	reference	Total
Number of Correct Answers	42	34	36	38	14	30	30	40	22	34	16	19	25	35	15	25	31	29	37	38	13	31	40	29	30	730

Table 4.15 (C) further summarizes the results shown in Table 4.15 (B) for better understanding the sub-categories of global & local strategies and the percentage of the number of correct answers in each question type.

Table 4.15 (C) A Sum-up Statistics of the Post-test Global & Local Question Types for the FI Group after RSI

No.	Q1	Q5	Q8	Q12	Q11	Q23	Q34	Q41	Q11	Q22	Q22	Q25	Q6	Q9	Q11	Q13	Q15	Q17	Q18	Q20	Q22	Q7	Q14	Q24	
Strategies	Global												Local												
Question Type	main idea	source	style/tone	purpose	inference								detail							bold word	reference	Total			
Number of Correct Answers	112		38	14	30	183							223						100	30	730				
Percentage of the Number of Correct Answers	87%		88%	33%	70%	61%							65%						78%	70%					

Note. N= 43 of the FI group

To answer Research Question 3, we compared the results shown in Table 4.14 (C) with those in Table 4.15 (C). Based on the results of the percentage for the number of correct answers made by both FD and FI groups in the post-test in Table 4.15 (D), the FD group performed better than the FI group in the following question types: the main idea (global), source (global) style/tone (global), detail (local), and bold word (local). The FI group performed better than the FD group in the following question types: writing purpose (global), and inference (global). The FD group and the FI group performed the same in the reference (local) question type.

Table 4.15 (D) A Sum-up Statistics of the Pre-test Global & Local Question Types for the FI Group before RSI

No.	Q1	Q5	Q8	Q12	Q11	Q2	Q3	Q4	Q10	Q11	Q22	Q22	Q22	Q6	Q9	Q11	Q11	Q11	Q11	Q2	Q2	Q7	Q1	Q2
Strategies	Global												Local											
Question Type	main idea	source	style/tone	purpose	inference	detail										bold word	reference	Total						
FD Percentage of the Number of Correct Answers in Post-test	86%	88%	41%	50%		63%										64%	83%	66%						
FI Percentage of the Number of Correct Answers in Post-test	87%	88%	33%	70%		61%										65%	78%	70%						

Note.

1. FD = Field Dependence, FI = Field Independence
2. N= 32 of the FD group, N= 43 of the FI group

A Summary of Responses to Research Question 3

Based on the results of Table 4.13 (D) and Table 4.15 (D), comparisons in each question type were made in the pre- and post-test between the FD and FI groups (see Table 4.16).

Table 4.16 A Sum-up Statistics of the Pre-and Post-test to the FD/FI Groups in Each Question Types

No.	Q1	Q5	Q8	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35
Strategies	Global												Local															
Question Type	main idea	source	style/tone	purpose	inference													detail	bold word	reference								
FD Percentage of the Number of Correct Answers in Pre-test	80%	84%	45%	49%	54%													61%	67%	53%	See Table 4.13 (D)							
FI Percentage of the Number of Correct Answers in Pre-test	78%	70%	19%	17%	56%													53%	63%	53%								
FD Percentage of the Number of Correct Answers in Post-test	86%	88%	41%	50%	63%													64%	83%	66%	See Table 4.15 (D)							
FI Percentage of the Number of Correct Answers in Post-test	87%	88%	33%	70%	61%													65%	78%	70%								

In the pre-test, the FD group performed better than the FI group in the global question types “the main idea,” “source,” “style/tone”, and the local question types “detail,” “bold word”; however, the FI group performed better than the FD group in the global question types “writing purpose,” “inference”. Both FD and FI groups performed as equally in the local question type “reference”. In addition, both FD and FI groups did not perform well in the “style/tone,” “inference” and “reference” question types, among which the FI group performed quite poor in answering “style/tone” question type.

In the post-test, the FD group performed better than the FI group in the global question types “style/tone,” “inference,” and the local question type “bold word.” The FI group performed better than the FD group in the global question types “the main idea,” “writing purpose,” and the local question types “detail,” “reference.” Both FD and FI groups performed equally in the global question type “possible source.” In addition, both FD and FI groups did not perform well in “style/tone” question type. Also, the FD group performed poorly in answering “writing purpose” question type while the FI group did well in answering it.

4.4 Research Question 4: *How well do FD/FI Learners perceive the effectiveness of the reading strategy instruction?*

The following section elaborates on participants’ responses to the effects of RSI on reading strategy use, to the effects of RSI on writing, to the future classes in RSI, to the beneficial global and local reading strategies in RSI, to the difficult global and local reading strategies in RSI, and to FD/FI learning style instruction in RSI.

4.4.1 Students' Responses to the Effects of RSI on Reading Strategy Use

Based on the results shown in Table 4.17, 72% of the participants made positive comments on the effects of RSI on reading comprehension, while 2% of them expressed negatively. However, the rest of the participants, 26%, made no comments.

Table 4.17 Students' Responses to the Effects of RSI on Reading Strategy Use

Item No.	Question Statement	Group	Frequency (Percentage)		
			Agree	Disagree	No Comment
1	RSI helps me comprehend the organization in the text.	FD	24 (75%)	2 (16%)	6 (19%)
		FI	35 (81%)	0 (0%)	8 (19%)
2	RSI helps me comprehend the content in the text.	FD	23 (72%)	0 (0%)	9 (28%)
		FI	33 (77%)	0 (0%)	10 (23%)
3	RSI helps me comprehend the organization in the paragraph.	FD	23 (72%)	1 (3%)	8 (25%)
		FI	33 (77%)	1 (2%)	9 (21%)
4	RSI helps me comprehend the content in the paragraph.	FD	23 (72%)	1 (3%)	8 (25%)
		FI	34 (79%)	2 (5%)	7 (16%)
8	I like RSI.	FD	22 (69%)	2 (6%)	8 (25%)
		FI	33 (77%)	3 (7%)	7 (16%)
9	RSI helps me get good grades in reading comprehension test.	FD	25 (78%)	0 (0%)	7 (22%)
		FI	29 (67%)	0 (0%)	14 (33%)
Total			377(72%)	13(2%)	135(26%)

Note.

1. FD = Field Dependent group, FI = Field Independent group
2. N= 32 for the FD group, N= 43 for the FI group

4.4.2 Students' Responses to the Effects of RSI on Writing

As indicated in Table 4.18, 51% of the students conveyed “no comments” and 6% of them disagreed with the effects of RSI on writing. Only 43% of the

participants agreed that these reading strategies were beneficial to their writing.

Table 4.18 Students' Responses to the Effects of RSI on Writing

Item No.	Question Statement	Group	Frequency (Percentage)		
			Agree	Disagree	No comment
5	RSI helps me comprehend the author's writing crafts.	FD	13 (41%)	1 (3%)	18 (56%)
		FI	22 (51%)	5 (12%)	16 (37%)
10	RSI helps me writing English composition.	FD	13 (41%)	1 (3%)	18 (56%)
		FI	16 (37%)	3 (7%)	24 (56%)
Total			64(43%)	10(6%)	76(51%)

4.4.3 Students' Responses to the Future Classes in RSI

Based on the results shown in Table 4.19, 54% of the participants expected their teacher to offer more classes so that they could receive more RSI in future while 45% of them expressed "no comments." Only 1% of them disapproved of RSI. Strictly speaking, if we take "no comments" into account, nearly half of the students (46%) did not recommend RSI in future. Much to the teacher's disappointment, the feedback was not satisfactory. With regard to this negative feedback, the researcher will further discuss in the next chapter.

Table 4.19 Students' Responses to the Future Classes on RSI

Item No.	Question Statement	Group	Frequency (Percentage)		
			Agree	Disagree	No comment
11	I hope that teacher offer more RSI in the future classes.	FD	19 (59%)	1 (3%)	12 (38%)
		FI	21 (49%)	0 (0%)	22 (51%)
Sub-total			40(54%)	1(1%)	34 (45%)
Total			40(54%)	35(46%)	

4.4.4 Students' Responses to the Beneficial Global Reading Strategies in RSI

Based on the results shown in Table 4.20, the most beneficial global reading strategies are Items 1, 4, 5, 7, 9, 37, 38 and 39, claimed by over 50% of the participants while the least beneficial ones are Items 2, 3, 6, 8, 34, 35, 36, and 40, marked by less than 50% of the participants. Among all of the global reading strategies, Item 4 “every sentence in the first paragraph, especially in the thesis statement” was the most helpful (88%) whereas Item 2 “the coherence of paragraphs” was the least helpful (36%). The details are illustrated below.

Firstly, Item 1 “the opening paragraph, the main paragraph and the closing paragraph” (75%), Item 4 “every sentence in the first paragraph, especially in the thesis statement” (88%), Item 5 “every sentence in the last paragraph” (76%), Item 7 “the possible development patterns of the supporting sentences (paragraph development)” (59%), Item 9 “the closing sentence echoes with the topic sentence” (60%), Item 37 “get conclusion, inspiration, implication, or moral lesson” (67%), Item 38 “the writing purpose” (69%), and Item 39 “style/tone” (65%) were the most beneficial global reading strategies in RSI for both FD and FI groups.

In contrast, Item 2 “the coherence of paragraphs” (36%), Item 3 “title, subtitle, figure, and table” (45%), Item 6 “the topic sentences and the closing sentences in the main paragraph” (39%), Item 8 “the cohesion of the preceding or the next sentences” (49%), Item 34 “how to arouse reader’s interest” (49%), Item 35 “the specific details and substantial evidence” (37%), Item 36 “how to conclude the text” (39%), and Item 40 “the possible sources of the text” (49%) were the least beneficial global reading strategies in RSI for both FD and FI groups.

Table 4.20 Students' Responses to the Beneficial Global Reading Strategies in RSI

Item No.	Global Reading Strategies	Group	Frequency	N	Percentage
1	the opening paragraph, the main paragraph and the closing paragraph	FD FI	23(72%) 33(77%)	56	75%
2	the coherence of paragraphs	FD FI	10(31%) 17(40%)	27	36%
3	title, subtitle, figure, and table	FD FI	10(31%) 24(56%)	34	45%
4	every sentence in the first paragraph, especially in the thesis statement	FD FI	28(88%) 38(88%)	66	88%
5	every sentence in the last paragraph	FD FI	27(84%) 30(70%)	57	76%
6	the topic sentences and the closing sentences in the main paragraph	FD FI	13(41%) 16(37%)	29	39%
7	the possible development patterns of the supporting sentences (paragraph development)	FD FI	17(53%) 27(63%)	44	59%
8	the cohesion of the preceding or the next sentences	FD FI	14(44%) 23(53%)	37	49%
9	the closing sentence echoes with the topic sentence	FD FI	22(69%) 23(53%)	45	60%
34	how to arouse reader's interest	FD FI	14(44%) 23(53%)	37	49%
35	the specific details and substantial evidence	FD FI	10(31%) 18(42%)	28	37%
36	how to conclude the text	FD FI	12(38%) 17(40%)	29	39%
37	get conclusion, inspiration, implication, or moral lesson	FD FI	24(75%) 26(60%)	50	67%
38	the writing purpose	FD FI	22(69%) 30(70%)	52	69%
39	style/tone	FD FI	22(69%) 27(63%)	49	65%
40	the possible sources of the text	FD FI	14(44%) 23(53%)	37	49%

Note.

1. FD = Field Dependent group, FI = Field Independent group
2. N= 32 for the FD group, N= 43 for the FI group

4.4.5 Students' Responses to the Beneficial Local Reading Strategies in RSI

Based on the results shown in Table 4.21, the most beneficial local reading strategies are Item 10, 11, 14, 15, 16, 17, 18, 21, 22, 23, 25, 26, 27, 31, and 32

claimed by over 50% of the participants while the least beneficial ones are Items 12, 13, 19, 20, 24, 28, 29, 30 and 33, marked by less than 50% of the participants. Among all of the local reading strategies, Item 14 “cause & effect” was the most helpful (87%) whereas Item 13 “additive” was the least helpful (17%). The details are illustrated below.

Firstly, Item 10 “time order” (80%), Item 11 “who, when, where, why, how, which, and what” (80%), Item 14 “cause & effect” (87%), Item 15 “condition” (65%), Item 16 “aiming” (76%), Item 17 “comparison-contrast” (63%), Item 18 “subtractive/ exception, or particularity” (68%), Item 21 “defining” (64%), Item 22 “exemplifying” (79%), Item 23 “listing order” (55%), Item 25 “illustrative, distractive, and explicative” (60%), Item 26 “logical order/ the order of the importance” (51%), Item 27 “number or date in Arabic numeral or in English” (59%), Item 31 “emphatic” (60%), and Item 32 “bold word” (55%) were the most beneficial local reading strategies in RSI for both FD and FI groups.

In contrast, Item 12 “spatial order” (27%), Item 13 “additive” (17%), Item 19 “the positive degree, the comparative degree, and the superlative degree” (35%), Item 20 “concessive” (21%), Item 24 “classifying” (36%), Item 28 “appositive” (44%), Item 29 “stylistic” (29%), Item 30 “inversion” (25%), and Item 33 “reference” (33%) were the least beneficial local reading strategies in RSI for both FD and FI groups.

Table 4.21 Students’ Responses to the Beneficial Local Reading Strategies in RSI

Item No.	Local Reading Strategies	Group	Frequency	N	Percentage
10	time order	FD	26(81%)	60	80%
		FI	34(79%)		
11	who, when, where, why, how, which, and what	FD	22(69%)	60	80%
		FI	38(88%)		

12	spatial order	FD FI	8(25%) 12(28%)	20	27%
13	additive	FD FI	4(13%) 9(21%)	13	17%
14	cause & effect	FD FI	29(91%) 36(84%)	65	87%
15	condition	FD FI	23(72%) 26(60%)	49	65%
16	aiming	FD FI	21(66%) 36(84%)	57	76%
17	comparison-contrast	FD FI	22(69%) 25(58%)	47	63%
18	subtractive/ exception, or particularity	FD FI	20(63%) 31(72%)	51	68%
19	the positive degree, the comparative degree, and the superlative degree	FD FI	12(38%) 14(33%)	26	35%
20	concessive	FD FI	8(25%) 8(19%)	16	21%
21	defining	FD FI	19(59%) 29(67%)	48	64%
22	exemplifying	FD FI	25(78%) 34(79%)	59	79%
23	listing order	FD FI	17(53%) 24(56%)	41	55%
24	classifying	FD FI	11(34%) 16(37%)	27	36%
25	illustrative, distractive, and explicative	FD FI	18(56%) 27(63%)	45	60%
26	logical order/ the order of the importance	FD FI	11(34%) 27(63%)	38	51%
27	number or date in Arabic numeral or in English	FD FI	17(53%) 27(63%)	44	59%
28	appositive	FD FI	16(50%) 17(40%)	33	44%
29	stylistic	FD FI	12(38%) 10(23%)	22	29%
30	inversion	FD FI	7(22%) 12(28%)	19	25%
31	emphatic	FD FI	24(75%) 23(53%)	45	60%
32	bold word	FD FI	13(41%) 28(65%)	41	55%
33	reference	FD FI	9(28%) 16(37%)	25	33%

Note.

1. FD = Field Dependent group, FI = Field Independent group
2. N= 32 for the FD group, N= 43 for the FI group

4.4.6 Students' Responses to the Difficult Global Reading Strategies in RSI

Based on the results shown in Table 4.22, in general, only one global reading strategy of RSI—Item 2 “the coherence of paragraphs” was claimed as the most difficult by over 50% of the FD and FI groups; the others of the most difficult global reading strategies in RSI were marked less than 50%. In order to bring up pedagogical implications, we further discussed six of the most and least difficult global reading strategies. Six of the most difficult global reading strategies claimed by the FD and FI groups were Items 2, 6, 7, 8, 35 and 39 while six of the least difficult ones were Items 1, 3, 5, 9, 37 and 38. Among all of the global reading strategies, Item 2 “the coherence of paragraphs” was the most difficult (52%) whereas Item 3 “title, subtitle, figure, and table” (12%) was the least difficult (36%). The details are illustrated below.

Firstly, Item 2 “the coherence of paragraphs” (52%), and Item 6 “the topic sentences and the closing sentences in the main paragraph” (44%), Item 7 “the possible development patterns of the supporting sentences (paragraph development)” (37%), Item 8 “the cohesion of the preceding or the next sentences” (43%), Item 35 “the specific details and substantial evidence” (41%), and Item 39 “style/tone” (37%) were six of the most difficult global reading strategies in RSI for both FD and FI groups.

In contrast, Item 1 “the opening paragraph, the main paragraph and the closing paragraph” (21%), Item 3 “title, subtitle, figure, and table” (12%), Item 5 “every sentence in the last paragraph” (15%), Item 9 “the closing sentence echoes with the topic sentence” (20%), Item 37 “get conclusion, inspiration, implication, or moral lesson” (21%), and Item 38 “the writing purpose” (20%) were six of the least difficult global reading strategies in RSI for both FD and FI groups.

Table 4.22 Students' Responses to the Difficult Global Reading Strategies in RSI

Item No.	Global Reading Strategies	Group	Frequency	N	Percentage
1	the opening paragraph, the main paragraph and the closing paragraph	FD FI	6(29%) 10(23%)	16	21%
2	the coherence of paragraphs	FD FI	14(44%) 25(58%)	39	52%
3	title, subtitle, figure, and table	FD FI	6(19%) 3(7%)	9	12%
4	every sentence in the first paragraph, especially in the thesis statement	FD FI	5(16%) 14(33%)	19	25%
5	every sentence in the last paragraph	FD FI	0(0%) 11(26%)	11	15%
6	the topic sentences and the closing sentences in the main paragraph	FD FI	10(31%) 23(53%)	33	44%
7	the possible development patterns of the supporting sentences (paragraph development)	FD FI	11(34%) 17(40%)	28	37%
8	the cohesion of the preceding or the next sentences	FD FI	12(38%) 20(47%)	32	43%
9	the closing sentence echoes with the topic sentence	FD FI	3(9%) 12(28%)	15	20%
34	how to arouse reader's interest	FD FI	11(34%) 11(26%)	22	29%
35	the specific details and substantial evidence	FD FI	13(41%) 18(42%)	31	41%
36	how to conclude the text	FD FI	8(25%) 13(30%)	21	28%
37	get conclusion, inspiration, implication, or moral lesson	FD FI	6(19%) 10(23%)	16	21%
38	the writing purpose	FD FI	8(25%) 7(16%)	15	20%
39	style/tone	FD FI	13(41%) 15(35%)	28	37%
40	the possible sources of the text	FD FI	12(38%) 6(14%)	18	24%

Note.

1. FD = Field Dependent group, FI = Field Independent group
2. N = 32 for the FD group, N = 43 for the FI group

4.4.7 Students' Responses to the Difficult Local Reading Strategies in RSI

Based on the results shown in Table 4.23, in general, all the local reading strategies in RSI were claimed as difficult by less than 50% of the participants. In

comparison with the results in Table 4.15, the difficulties of the local reading strategies of RSI turned out to be less difficult than those of the global reading strategies. Six of the most difficult local reading strategies claimed by the FD and FI groups were Items 13, 20, 26, 29, 30, and 33, while six of the least difficult ones are Items 10, 11, 14, 22, 23, and 27. Among all of the local reading strategies, Item 30 “inversion” is the most difficult (45%) whereas Item 22 “exemplifying (5%)” was the least difficult. The details are illustrated below.

Firstly, Item 13 “additive” (36%), Item 20 “concessive” (43%), Item 26 “logical order/ the order of the importance” (36%), Item 29 “stylistic” (41%), Item 30 “inversion” (45%), and Item 33 “reference” (36%), were six of the most difficult local reading strategies in RSI for both FD and FI groups.

In contrast, Item 10 “time order” (9%), Item 11 “who, when, where, why, how, which, and what” (16%), Item 14 “cause & effect” (13%), Item 22 “exemplifying” (5%), Item 23 “listing order” (13%), and Item 27 “number or date in Arabic numeral or in English” (8%) were six of the least difficult local reading strategies in RSI for both FD and FI groups.

Table 4.23 Students’ Responses to the Difficult Local Reading Strategies in RSI

Item No.	Local Reading Strategies	Group	Frequency	N	Percentage
10	time order	FD	2(6%)	7	9%
		FI	5(12%)		
11	who, when, where, why, how, which, and what	FD	5(16%)	12	16%
		FI	7(16%)		
12	spatial order	FD	10(31%)	22	29%
		FI	12(28%)		
13	additive	FD	12(38%)	27	36%
		FI	15(35%)		
14	cause & effect	FD	3(9%)	10	13%
		FI	7(16%)		
15	condition	FD	9(28%)	22	29%
		FI	13(30%)		
16	aiming	FD	3(9%)	13	17%
		FI	10(23%)		

17	comparison-contrast	FD FI	6(19%) 12(28%)	18	24%
18	subtractive/ exception, or particularity	FD FI	7(22%) 9(21%)	16	21%
19	the positive degree, the comparative degree, and the superlative degree	FD FI	3(9%) 10(23%)	13	17%
20	concessive	FD FI	13(41%) 19(44%)	32	43%
21	defining	FD FI	7(22%) 15(35%)	22	29%
22	exemplifying	FD FI	1(3%) 3(7%)	4	5%
23	listing order	FD FI	6(19%) 4(9%)	10	13%
24	classifying	FD FI	8(25%) 10(23%)	18	24%
25	Illustrative, distractive, and explicative	FD FI	7(22%) 11(26%)	18	24%
26	logical order/ the order of the importance	FD FI	15(47%) 12(28%)	27	36%
27	number or date in Arabic numeral or in English	FD FI	0(0%) 6(14%)	6	8%
28	appositive	FD FI	7(22%) 6(14%)	13	17%
29	stylistic	FD FI	11(34%) 20(47%)	31	41%
30	inversion	FD FI	15(47%) 19(44%)	34	45%
31	emphatic	FD FI	4(13%) 11(26%)	15	20%
32	bold word	FD FI	14(44%) 11(26%)	25	33%
33	reference	FD FI	14 (44%) 13 (30%)	27	36%

4.4.8 Students' Responses to FD/FI Learning Style Instruction in RSI

Based on the results shown in Table 4.24, 68% of the participants made positive comments on the effects of RSI on FD/FI learning style instruction, while 2% of them expressed negatively. However, the rest of the participants, 30 % made “No comments.”

Concerning Item 12 “Whether FD/FI is in conform to my own learning style,” 97% FD’s and 95% FI’s participants revealed that their FD or FI learning style was in

line with their own characteristics. Only 3% of the participants (actually just one student) in the FD group disagreed with the result of her FD learning style. Additionally, only 5% of the participants in the FI group expressed “no comments” on this item.

With regard to Item 13 “Whether FD/FI learning style instruction facilitates learning reading strategies,” 53% of the participants in the FD group and 58% of the participants in the FI group revealed that FD/FI learning style instruction did help them with learning reading strategies. Only 2% of the participants in the FI group disagreed. Additionally, 47% of the participants in the FD group and 40% of the participants in the FI group expressed “No comments” on this item.

Last but not least, for Item 14, 63% of the participants in the FD group and 47% of the participants in the FI group expected teachers to offer them more chances to be familiar with these FD/FI learning styles. Only 3% of the participants in the FD group and 2% of the participants in the FI group disagreed with it. Additionally, 34% of the participants in the FD group and 51% of the participants in the FI group expressed “no comments” on this item.

Table 4.24 Students’ Responses to FD/FI Learning Style Instruction in RSI

Item No.	Questions	Group	Frequency (Percentage)		
			Agree	Disagree	No comment
12	Whether FD/FI is in accordance with my own learning style?	FD	31 (97%)	1 (3%)	0 (0%)
		FI	41 (95%)	0 (0%)	2 (5%)
13	Whether FD/FI learning style instruction does help learning reading strategies?	FD	17 (53%)	0 (0%)	15 (47%)
		FI	25 (58%)	1 (2%)	17 (40%)
14	I will recommend English teacher to give students more chances to be familiar with these FD/FI learning styles.	FD	20 (63%)	1 (3%)	11 (34%)
		FI	20 (47%)	1 (2%)	22 (51%)
			154(68%)	4(2%)	67(30%)

Note.

1. FD = Field Dependent group, FI = Field Independent group
2. N = 32 for the FD group, N = 43 for the FI group

A Summary of Responses to Research Question 4

Based on the results of Table 4.17, only 2% of the participants expressed negatively, while 72% of them made positive comments on the effects of RSI on reading strategy use. 26% of the participants made no comments.

Based on the results of Table 4.18, only 6% of the participants held the opposite position toward the effects of RSI on English writing, while 43% of them agreed that RSI is beneficial to their writing. Besides, 51% of the students conveyed “no comments.”

Based on the results of Table 4.19, only 1% of the participants disagreed with more RSI in the future, while 54% of them expected their teacher to offer classes in the future so that they could receive more RSI. 45% of the students made “no comments.”

Based on the results of Table 4.20, the most beneficial global reading strategies were in Items 1, 4, 5, 7, 9, 37, 38 and 39, while the least beneficial ones were in Items 2, 3, 6, 8, 34, 35, 36 and 40.

Based on the results of Table 4.21, the most beneficial local reading strategies were in Items 10, 11, 14, 15, 16, 17, 18, 21, 22, 23, 25, 26, 27, 31, and 32, while the least beneficial ones were in Items 12, 13, 19, 20, 24, 28, 29, 30 and 33.

The most and least beneficial global and local reading strategies by the FD and FI groups after RSI are displayed in Table 4.25 and Table 4.26.

Table 4.25 The Most Beneficial Global/Local Reading Strategies by the FD/FI Groups

Global Reading Strategy	
1	the opening paragraph, the main paragraph and the closing paragraph
4	every sentence in the first paragraph, especially in the thesis statement
5	every sentence in the last paragraph
7	the possible development patterns of the supporting sentences (paragraph development)
9	the closing sentence echoes with the topic sentence
37	get conclusion, inspiration, implication, or moral lesson
38	the writing purpose
39	style/tone

Local Reading Strategy	
10	time order
11	who, when, where, why, how, which, and what
14	cause & effect
15	condition
16	aiming
17	comparison-contrast
18	subtractive/ exception, or particularity
21	defining
22	exemplifying
23	listing order
25	illustrative, distractive, and explicative
26	logical order/ the order of the importance
27	number or date in Arabic numeral or in English
31	emphatic
32	bold word

Table 4.26 The Least Beneficial Global/Local Reading Strategies by the FD/FI Groups

Global Reading Strategy	
2	the coherence of paragraphs
3	title, subtitle, figure, and table
6	the topic sentences and the closing sentences in the main paragraph
8	the cohesion of the preceding or the next sentences
34	how to arouse reader's interest
35	the specific details and substantial evidence
36	the writing purpose
40	the possible sources of the text
Local Reading Strategy	
12	spatial order
13	additive
19	the positive degree, the comparative degree, and the superlative degree
20	concessive
24	classifying
28	appositive
29	stylistic
30	inversion
33	reference

Regarding students' responses to the difficult global reading strategies in RSI, Table 4.22 shows that six of the most difficult global reading strategies were in Items 2, 6, 7, 8, 35, and 39, while six of the easiest ones were in Items 1, 3, 5, 9, 37 and 38.

Concerning students' responses to the difficult local reading strategies in RSI, Table 4.23 indicates that six of the most difficult local reading strategies were in Items 13, 20, 26, 29, 30, and 33, while six of the easiest ones were in Items 10, 11, 14, 22, 23, and 27.

Six of the most difficult and the easiest global and local reading strategies by the FD and FI groups after RSI are displayed in Table 4.27 and Table 4.28

Table 4.27 Six of the Most Difficult Global/Local Reading Strategies by the FD/FI Groups

Global Reading Strategy	
2	the coherence of paragraphs
6	the topic sentences and the closing sentences in the main paragraph
7	the possible development patterns of the supporting sentences (paragraph development)
8	the cohesion of the preceding or the next sentences
35	the specific details and substantial evidence
39	style/tone
Local Reading Strategy	
13	additive
20	concessive
26	logical order/ the order of the importance
29	stylistic
30	inversion
33	reference

Table 4.28 Six of the Easiest Global/Local Reading Strategies by the FD/FI Groups

Global Reading Strategy	
1	the opening paragraph, the main paragraph and the closing paragraph
3	title, subtitle, figure, and table
5	every sentence in the last paragraph
9	the closing sentence echoes with the topic sentence
37	get conclusion, inspiration, implication, or moral lesson
38	the writing purpose
Local Reading Strategy	
10	time order
11	who, when, where, why, how, which, and what
14	cause & effect
22	exemplifying
23	listing order
27	number or date in Arabic numeral or in English

A Grand Summary of the Description of Each Reading Strategy Used by FD/FI

With an eye to having a comprehensive understanding of the global & local reading strategy use by both FD and FI groups before & after RSI, the researcher synthesizes all the Tables—Table 5.1, Table 5.2 (A), Table 5.2 (B), Table 5.3 (A), Table 5.3 (B), Table 5.4, Table 5.5, Table 5.7, Table 5.8, Table 5.9, Table 5.10 in this section (see Table 4.29), which presents the samenesses, differences between the FD and FI groups, and students' responses to RSI. Firstly, the samenesses show that both FD and FI groups frequently used global and local reading strategies before RSI, after RSI, and significantly different used reading strategies after RSI. Secondly, the differences show that the global and local reading strategies frequently used by the FD group or the FI group before RSI, after RSI, and significantly different used reading strategies after RSI. Thirdly, the students' responses display the participants' reactions to the most beneficial, the least beneficial, the most difficult, and the easiest reading strategies.

Table 4.29 lists the specific features of each reading strategy used by the FD and FI groups, and has potentially profound implications for us to comprehend the forty reading strategies we previously discussed in Chapter Two, in which sixteen global reading strategies appear in Items 1-9, 34-40, and twenty-four local reading strategies, in Items 10-33.

Table 4.29 A Grand Summary of the Description of Each Reading Strategy Used by FD/FI

Item	Global and Local Reading Strategies	Samenesses			Differences			Students' Responses			
		Both Groups Frequently Used Reading Strategies before RSI	Both Groups Frequently Used Reading Strategies after RSI	Both Groups used significantly Different Reading Strategies after RSI	Frequently Used Reading Strategies by the FD or FI Group before RSI	Frequently Used Reading Strategies by the FD or FI Group after RSI	Significant Difference in the Use of Reading Strategies by the FD or FI Group after RSI	The Most Beneficial Reading Strategies	The Least Beneficial Reading Strategies	Six of the Most Difficult Reading Strategies	Six of the Easiest Reading Strategies
1	the opening paragraph, the main paragraph and the closing paragraph	Both groups frequently used before RSI	Both groups frequently used after RSI	Both groups used significantly different after RSI				The most beneficial			The easiest
2	the coherence of paragraphs								The least beneficial	The most difficult	
3	title, subtitle, figure, and table	Both groups frequently used before RSI	Both groups frequently used after RSI						The least beneficial		The easiest
4	every sentence in the first paragraph, especially in the thesis statement	Both groups frequently used before RSI	Both groups frequently used after RSI	Both groups used significantly different after RSI				The most beneficial			
5	every sentence in the last paragraph	Both groups frequently used before RSI	Both groups frequently used after RSI	Both groups used significantly different after RSI				The most beneficial			The easiest

6	the topic sentences and the closing sentences in the main paragraph								The least beneficial	The most difficult	
7	the paragraph development patterns				Frequently used by the FD group before RSI				The most beneficial	The most difficult	
8	the cohesion of the preceding or the next sentences	Both groups frequently used before RSI							The least beneficial	The most difficult	
9	the closing sentence echoes with the topic sentence	Both groups frequently used before RSI							The most beneficial		The easiest
10	time order	Both groups frequently used before RSI	Both groups frequently used after RSI						The most beneficial		The easiest
11	who, when, where, why, how, which, and what	Both groups frequently used before RSI	Both groups frequently used after RSI						The most beneficial		The easiest
12	spatial order						Significant difference in the use of reading strategies by the FI group after RSI		The least beneficial		

13	additive								The least beneficial	The most difficult	
14	cause and effect	Both groups frequently used before RSI	Both groups frequently used after RSI						The most beneficial		The easiest
15	condition				Frequently used by the FD group before RSI				The most beneficial		
16	aiming	Both groups frequently used before RSI	Both groups frequently used after RSI						The most beneficial		
17	comparison and contrast		Both groups frequently used after RSI		Frequently used by the FI group before RSI		Significant difference in the use of reading strategies by the FD group after RSI		The most beneficial		
18	subtractive/exception, or particularity	Both groups frequently used before RSI	Both groups frequently used after RSI						The most beneficial		
19	the positive degree, the comparative degree, and the superlative				Frequently used by the FI group before RSI		Significant difference in the use of reading strategies by the		The least beneficial		

							FD group after RSI				
20	concessive						Significant difference in the use of reading strategies by the FI group after RSI		The least beneficial	The most difficult	
21	defining				Frequently used by the FI group before RSI	Frequently used by the FI group after RSI		The most beneficial			
22	exemplifying	Both groups frequently used before RSI	Both groups frequently used after RSI					The most beneficial			The easiest
23	listing order	Both groups frequently used before RSI	Both groups frequently used after RSI					The most beneficial			The easiest
24	classifying								The least beneficial		
25	illustrative, distractive, and explicative				Frequently used by the FI group before RSI	Frequently used by the FD group after RSI	Significant difference in the use of reading strategies by the FD group after RSI	The most beneficial			

26	logical order/ the order of the importance					Frequently used by the FD group after RSI		The most beneficial		The most difficult	
27	number or date in Arabic numeral or in English	Both groups frequently used before RSI	Both groups frequently used after RSI					The most beneficial			The easiest
28	appositive			Both groups used significantly different after RSI					The least beneficial		
29	stylistic	Both groups frequently used before RSI	Both groups frequently used after RSI				Significant difference in the use of reading strategies by the FI group after RSI		The least beneficial	The most difficult	
30	inversion						Significant difference in the use of reading strategies by the FI group after RSI		The least beneficial	The most difficult	
31	emphatic						Significant difference in the use of	The most beneficial			

							reading strategies by the FI group after RSI				
32	bold word				Frequently used by the FI group before RSI	Frequently used by the FI group after RSI		The most beneficial			
33	reference								The least beneficial	The most difficult	
34	how to arouse reader's interest			Both groups used significantly different after RSI					The least beneficial		
35	the specific details and substantial evidence				Frequently used by the FI group before RSI	Frequently used by the FI group after RSI			The least beneficial	The most difficult	
36	how to conclude the text				Frequently used by the FI group before RSI		Significant difference in the use of reading strategies by the FD group after RSI		The least beneficial		
37	get conclusion, inspiration, implication, or moral lesson	Both groups frequently used before RSI	Both groups frequently used after RSI					The most beneficial			The easiest

38	the writing purpose						Significant difference in the use of reading strategies by the FI group after RSI	The most beneficial			The easiest
39	style/tone				Frequently used by the FD group before RSI	Frequently used by the FI group after RSI	Significant difference in the use of reading strategies by the FI group after RSI	The most beneficial		The most difficult	
40	possible source of the text						Significant difference in the use of reading strategies by the FI group after RSI		The least beneficial		

Table 4.29 can be multifunctional in use. We can use it either from the horizontal or vertical columns, from which we get important messages through crosschecks.

We can get meaningful message from the horizontal column. Item 1 “the opening paragraph, the main paragraph and the closing paragraph” is the reading

strategy both FD and FI groups frequently used before and after RSI. Significant difference is made in the use of reading strategies by both FD and FI groups after RSI. Item 1 is also the most beneficial and the easiest reading strategy.

Item 2 “the coherence of paragraphs” is the least beneficial, and the most difficult reading strategy.

Item 3 “title, subtitle, figure, and table” is the reading strategy both FD and FI groups frequently used before RSI and after RSI. It is also the least beneficial, and the easiest reading strategy. The descriptions of Items 4-40 can be referred to Table 4.29.

One thing should be noticed about items 39 and 25. Item 39 “style/tone” alone is the most frequently used reading strategies by FD group before RSI, but it shifts to FI group in use to FI group after RSI. This indicates that FI group does learn the reading strategy they are not well equipped with by nature. This complementary shift reflects the genuine effect of RSI.

In addition, Item 25 “illustrative, distractive, and explicative” alone is the most frequently used by FI group before RSI, but it shifts to FD group in use after RSI. This indicates that FD group does learn the reading strategy they are not well equipped with by nature. This complementary shift reflects the genuine effect of RSI.

Secondly, we can even get more precious information from the vertical column. The results in the fifth and eighth columns can directly answer Research Question 2, providing us with the information closely related to the effectiveness of RSI. Thus, we attempt to elaborate on these two vertical columns here.

The fifth column under the category of samenesses shows that after RSI both the FD and FI groups used significantly different reading strategies in Items 1, 4, 5,

28 and 34, as discussed in Table 4.7, or Table 4.8 (A) and Table 4.8 (B). In other word, after RSI, both FD and FI groups had significantly different change in the use of reading strategies in Item 1 “the opening paragraph, the main paragraph and the closing paragraph,” Item 4 “every sentence in the first paragraph, especially in the thesis statement,” Item 5 “every sentence in the last paragraph,” Item 28 “appositive,” and Item 34 “how to arouse reader’s interest.”

The eighth column under the category of differences displays significantly different used reading strategies by the FD or FI group after RSI. Checking from Table 4.29, we can know that Items 17, 19, 25 and 36 are the significantly different used reading strategies by the FD group, while Items 12, 20, 29, 30, 31, 38, 39 and 40 are the significantly different used reading strategies by the FI group, as discussed in Table 4.7, or Table 4.8 (B). In other words, after RSI, the FD group had significantly different change in the use of reading strategies in Item 17 “comparison or contrast,” Item 19 “the positive degree, the comparative degree, and the superlative degree,” Item 25 “illustrative, distractive, and explicative,” and Item 36 “how to conclude the text.” In the meantime, the FI group had significantly different change in the use of reading strategies in Item 12 “spatial order,” Item 20 “concessive,” Item 29 “stylistic,” Item 30 “inversion” Item 31 “emphatic,” Item 38 “the writing purpose,” Item 39 “style/tone,” and Item 40 “the possible sources of the text.” That is, RSI had more effects on the FI group than the FD group. The descriptions of the other columns (3~4, 6~7, 9~12) can be referred to Table 4.29.

Thirdly, Table 4.29 also gives us very important messages through crosscheck. Items 1, 3, 4, 5, 10, 11, 14, 16, 18, 22, 23, 27, 29 and 37 are the most frequently used reading strategies before & after RSI.

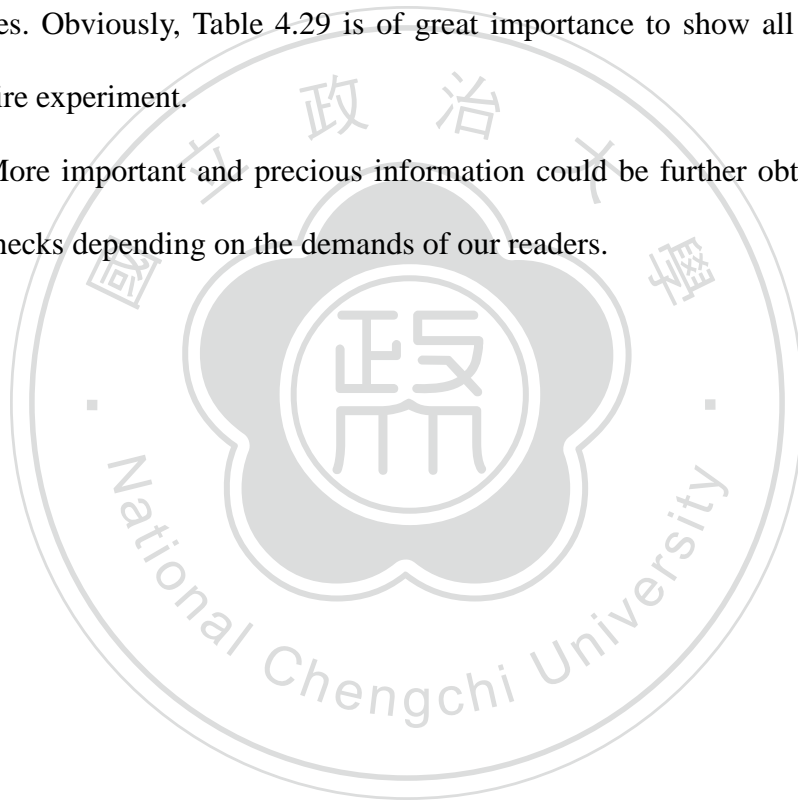
Items 1, 4 and 5 are the most frequently used reading strategies before and

after RSI. Significant differences were made in the use of reading strategies by both groups after RSI. They are also the most beneficial reading strategies.

Except for item 29, Items 1, 4, 5, 10, 11, 14, 16, 18, 22, 23, 27, and 37 are the most beneficial reading strategies.

Items 1 and 4 are the most frequently used reading strategies before RSI and after RSI. Significant differences were made in the use of reading strategies by both groups after RSI. They are also the most beneficial and the easiest reading strategies. Obviously, Table 4.29 is of great importance to show all the results of this entire experiment.

More important and precious information could be further obtained through cross-checks depending on the demands of our readers.





CHAPTER 5

DISCUSSION

This chapter contains three parts: (1) discussion of major findings; (2) pedagogical implications that come along with the results, and (3) limitations of this study and suggestions for future studies.

5.1. Discussion of Major Findings

This section shows the results of the present study. First, the researcher examines the performance of FD/FI groups before and after RSI. Second, the results of the global & local reading strategy use before & after RSI based on the Reading Strategy Questionnaire (Questionnaire I) will be clarified. Third, the researcher talks about the FD/FI Learners' performance in the respective reading comprehension question types. In the final part is an interpretation of the participants' responses to RSI based on the results of the Students' Responses to RSI (Questionnaire II).

5.1.1. The Effects of RSI on Students' Reading Comprehension

A paired samples t-test was administered to check if there is any difference in the pre-test and post-test for both groups. As indicated in Table 4.1, there were significant differences in the use of global and local reading strategies between the FD group and the FI group. It is manifested that reading strategy instruction (RSI) on the global & local strategies proved effective in the reading comprehension for

both FD and FI groups. Such results are contrary to Wei's study (2007) that "the FID [FI/FD] cognitive style has very low correlation to reading comprehension abilities" (p. ii).

So far, it is hard for this researcher to compare the results of this study with those of other studies on something closely approximate to global and local reading strategies but different in their categorization. Basically, however, all of the studies show the effectiveness of RSI on reading comprehension. The most remarkable studies are those conducted by Yang (2005), Yang (2007) and Chen (2009), in which the participants who were taught reading strategies performed remarkably better than those who were not taught on the reading strategies.

To illustrate, in Yang's (2005) study, eighty 11th-grade senior high school students majoring in liberal arts were evenly divided into the experimental group and the control group. The control group was taught in traditional teaching methods. The experimental group who was then separated into high proficiency group and low proficiency group, was taught with reading strategies, a kind of metadiscourse schema including "textual metadiscourse (logical connective, frame marker, attributor, code glosses, and topicalizer), and interpersonal metadiscourse (hedge, emphatics, attitude markers, and relational markers)" (p.109). The results showed that there was a significant difference in the post-test between the experimental and control groups. In addition, "there were significant differences for the high- and low proficiency groups in the experimental group after the metadiscourse instruction, and the high proficiency group gained more benefit from the instruction of metadiscourse schema than the low proficiency group" (p. xvi).

In Yeh's study (2006), seventy-six 8th-grade junior high students were divided into the control and experimental groups. Six strategies, i.e., making predictions,

skimming for the main idea, scanning for important information making inferences, guessing the meanings of unfamiliar words from context, and self-monitoring were given to all the participants in the experimental group. The results indicated that “there was a significant difference in the reading performance between the control and experimental groups” (p. xi). Instructed by reading strategies, the experimental group had significant improvement in reading comprehension. The reading strategy instruction facilitated the participants in comprehending main idea, detail, inference and word-guessing question type.

In Chen’s (2009) study, seventy-five 9th-grade junior high students were divided into the control and experimental groups. Contextual inference reading strategies using five types of contextual clues – synonym, definition, contrast, explanation, and mood or tone, were given to the participants in the experimental group. The results showed that “the two groups’ scores of the post-reading comprehension tests showed significant difference, indicating participants who were instructed with CIS performed better in the reading comprehension than those who didn’t” (p. x).

Based on the results in Table 4.2, the mean scores of FD in the pre-test and post-test were 61.63 and 68.13 (+ 6.50), and those of FI group in the pre-test and post-test were 58.42 and 67.91 (+ 9.49). The results indicated that both FD and FI groups made improvements but the FD group outperformed the FI group. However, the learners in the FI group made more significant progress than those in the FD group. Obviously, our global and local reading strategy instruction (RSI) programs were especially beneficial to the FI learners. It makes sense that the FI learners having preferences for seeking details could benefit more from the instruction of twenty-four local reading strategies, and thus performed better than those FD

learners in the post-test.

However, the overall performance in the post-test was not so high as expected. This can be explained for the reasons below. One, repeated exposure of these reading strategies was inadequate. Chen (2009) claimed that students should have sufficient practices to get used to these strategies. Since the students in this study were under the pressure of taking a variety of subject matter courses and numerous exams as well, they lacked constant practice in these reading strategies. As a result, they were still subject to trial and errors while taking simulated and formal reading comprehension tests.

Another possible reason is that they may not have a large size of vocabulary, according to Chen (2009). Some students once mentioned in the opened-questions of Questionnaire II that reading strategies may not be workable if they did not have strong vocabulary power, adding, “over three unknown words in a sentence will pose a threat to my reading.” Simply put, reading strategies, either global or local, would not function well unless students are well equipped with the fundamental vocabulary capability.

5.1.2. The Effects of RSI on Students’ Reading Strategy Use before and after RSI

The researcher begins to discuss the frequently used global and local reading strategies by the FD and FI groups. Table 4.9 shows that the “same” and “different” frequently used global and local reading strategies by the FD/FI groups before and after RSI.

However, the sameness between the FD group and the FI group in the frequent use of the global and local reading strategies is not to be further discussed. The difference between the FD group and the FI group in the frequent use of the

global and local reading strategies before and after RSI is our focus below.

The contrast between Table 4.11 (A) and Table 4.11 (B) bears two important meanings for us. One, we can conclude with certainty that the FD/FI learners with different learning styles had different tendencies/preferences in the use of global and local reading strategies, especially in the local strategy use. Such finding is consistent with Wei's (2007) research that "readers with different Field-independence/ dependence (FID) degree" (p. ii) apply various learning strategies in reading processes. The other is that after reading strategy instruction, the items of "different" frequently used global and local reading strategies become fewer. That is to say, our reading strategy instruction has aroused learners' awareness of reading strategy use and shortened the differences between FD and FI groups, making the FD learners pay more attention to the local reading strategies, and the FI learner, the global reading strategies.

The conclusion of such a complementary nature echoes the studies of Liao (2007) and Musser (n.d.) that teachers should be cognitively flexible and adaptive so as to stretch different instructions to satisfy students of different FD/FI learning styles. In this study, the researcher listed all the global and local reading strategies in Chapter Two. To some extent, such a list broadens teachers' cognitive scope and students' as well in adapting themselves to answering reading comprehension questions.

Such a conclusion also conforms to Brown's proposal (1980) that "the ideal language learner" (p.93) would be cognitively flexible to taking advantage of both FI and FD styles. That is, FD learners can jump across their boundary taking advantage of the FI learners' analytic perspectives, and the FI learners, capitalizing on the FD learners' holistic perspectives. The global and local reading strategy

program intended to make the cross use of the strengths of FD and FI learning styles for each single learner has “diversified” learners’ learning strategies (Witkin, et. al. 1977, p. 53)

After the general discussion of the frequently used global and local reading strategies by the FD and FI groups, we will move on to the contrast between FD and FI groups in the use of different global and local reading strategy in a more significant way. Thus, we can evaluate the effectiveness of RSI and further prove if our reading strategy program is successful.

A comparison was made between Table 4.8 (A) and Table 4.8 (B). The differences between the FD and FI groups lie more in local reading strategy use. The result echoes Zhang’s study (2006) that both groups focus more on local reading strategy use, but the FI learners have more strategy use than the FD learners in detailed information processing (p. 34).

To detail the differences between FD and FI in the use of global and local reading strategies, this researcher goes a step further to analyze Table 4.8 (B). In Table 4.8 (B), the discrimination between FD and FI groups appears not only in the use of the global reading strategies but also in the use of the local reading strategies. In the use of the global reading strategies, the FD group pays attention to “how to conclude the text,” but the FI group focuses on “the writing purpose,” “style/tone,” and “the possible sources of the text.” In the use of the local reading strategies, the FD group pays attention to “comparison or contrast,” “the positive degree, the comparative degree, and the superlative degree,” “illustrative, distractive, and explicative,” while the FI group focuses on “spatial order,” “concessive,” “stylistic,” “inversion,” and “emphatic.” Such differences demonstrate a fact—the FD and FI groups with different learning styles are “virtually” different. That is, the

FD learners are more global/whole/holistic, and the FI learners are more analytic/serial/detailed as we discussed in the dichotomy of the FD/FI learners' characteristics (see Table 2.1).

These findings can be interpreted in two ways. One, the global reading strategies seemed easier for both FD and FI learners to acquire in the duration of the 18-week RSI, since the number of the global reading strategies (16 Items) instructed in RSI are fewer than that of the local ones (24 Items). Relatively, the local reading strategies were more difficult for both FD and FI learners to use, probably because of the longer time span they had to pick them up. It is therefore acceptable that the conspicuous differences occurred in local reading strategy use.

The other, due to the conspicuous differences in the use of local strategies by FD and FI groups, we have come to understand the real operation of students applying the local strategies in the reading comprehension and thus come up with a better solution to the possible complexities and problems that may ensue in the instruction on the use of local strategies in the future. To go further, we proceed to the discussion of students' performance in each question type.

5.1.3. Students' Performance in Each Question Type

Based on the results of Table 4.16, both FD and FI groups made much progress in each question type after RSI, indicating that reading strategy instruction program substantially contributed to the FD and FI learners' advancements.

On the whole, the FD group and the FI group with different learning styles achieved different learning outcomes in different question types, and the results generally agree with Wang's (2004) study that the analytic/serial learning-style participants (the FI learners) were good at answering the detailed (local) question types, while the global/whole/holistic learning-style participants (the FD learners)

were good at answering “the main idea” or “the style/tone” (global) question type (pp.35-36). However, neither in the pre-test nor in the post-test did both groups perform well in answering “style/tone” question type. These results are in substantially agreement with Lu’s (2002) analysis on the reading comprehension tests from 1995 to 2001, in which the passing rate of the “style/tone” question type for the high proficiency group is 39.9% and that for the low proficiency group is 19% (pp.78-80).

One possible explanation for these encouraging results is that RSI did work effects on the FD and FI learners’ global and local reading strategy use. By comparing Table 4.11 (A) with Table 4.11 (B), we found special meanings for implications. For global reading strategies, there was no “different” frequently used global reading strategy for the FD group after RSI [see Table 4.11 (B)]. For local reading strategies, the FD and FI learners with different learning styles “indeed” displayed different preferences for using strategies either before or after RSI. Take Table 4.11 (A) for instance. The FD group just paid attention to only one strategy, say, Item 15 “condition”; however, the FI group focuses on other strategies, say, Item 17 “comparison-contrast,” Item 19 “the positive, the comparative, and the superlative degree,” Item 21 “defining,” Item 25 “ illustrative, distractive, and explicative”, and Item 32 “bold word.” Again, take Table 4.11 (B) for example. The FD group just paid attention to Item 25 “illustrative, distractive, and explicative,” and Item 26 “logical order/ the order of the importance”; however, the FI group focuses on other strategies, say, Item 21 “defining and explicative,” and Item 32 “bold word.”

We can conclude with certainty that the FD and FI learners with different learning styles pay close to different global and local reading strategies after our

instruction. Simply put, the FD learners lay more emphasis on getting the “whole” ideas or concepts, while the FI learners put stress on more “detailed” information. Therefore, it is acceptable that there was much progress in the performance of the global and local question types for both FD and FI groups in the post-test.

Possible explanation for these inconspicuous progressions or some little regressions could be that regardless of FD/FI different learning styles, question types, such as style/tone, writing purpose, inference or reference, are difficult for most students. It stands to reason that most learners with different FD/FI learning styles do not perform so well in these question types.

5.1.4. Students’ Feedbacks on the Effect of RSI

After a closer examination of the participant’ responses to Questionnaire II, significant conclusions are drawn. They are as follows:

First and foremost, as indicated in Table 4.17, far more half of the participants (72%) made positive comments on RSI, regarding RSI as a practical and feasible reading strategy training program. Such a result should suffice to claim that the global and local reading strategies planned in RSI are effective and efficient in enhancing and elevating learners’ reading comprehension. In the present research, the participants were encouraged to use global and local reading strategies as possible as they could, and to apply them in the reading comprehension tests of JCEE to succeed. The more practice they do, the more they are familiar with these reading strategies. These reading strategies help them focus their attention, get the gist or the main idea of a text more quickly, and most importantly, answer reading test questions items accurately.

After discussing the participants' responses to the effects of RSI on reading comprehension, we will continue to talk about the most and least beneficial global and local reading strategies used by the FD and FI groups after RSI.

Table 4.25 and Table 4.26 display the most and least beneficial global and local reading strategies used by the FD and FI groups after RSI.

The most beneficial reading strategies, they claimed, are the test items frequently occurring in the reading comprehension test of JCEE exam. Familiarity with such recursive reading strategies is a guarantee for good testing skills, which ensure good scores. And good scores reinforce their recognition of the positive effects of our RSI.

The least beneficial reading strategies, they claimed, are the test items which do not frequently occur in the reading comprehension test of JCEE exam. For instance, Items 3 "title, subtitle, figure, and table," accounting for 1.7 % and Item 33 "reference," accounting for 1.7 %, seldom occurred in the reading test (see Table 3.6). In fact, only a figure attached to a reading passage about the spider's web structure appeared in 100 DRT (Department Required Test). In addition, these strategies may also be the most difficult reading strategies (see Table 4.29), e.g., Item 2 "the coherence of paragraphs," Item 6 "the topic sentences and the closing sentences in the main paragraph," Item 8 "textual cohesion, i.e., the cohesion of the preceding or the next sentences," Item 13 "additive," Item 20 "concessive," Item 29 "stylistic," Item 30 "inversion," Item 33 "reference," and Item 35 "the specific details and substantial evidence." Since they are either so difficult, or seldom occurred in the reading test, learners deemed those items unimportant.

After concluding the most and the least beneficial global/local reading strategies, we will move on to the most difficult and the easiest global/local reading

strategies. Table 4.27 and Table 4.28 display six of the most difficult and the easiest global and local reading strategies by the FD and FI groups after RSI.

The most difficult global/local reading strategies in this study (see Table 4.23) are worthy of further exploration since they may provide in-depth messages and profound implications for language learning and teaching. Among the forty reading strategies in total, six global and six local reading strategies were considered the most difficult. The six global reading strategies are as follows: “the coherence of paragraphs (52%),” “the topic sentences and the closing sentences in the main paragraph (44%),” “the possible development patterns of the supporting sentences (paragraph development) (37%),” “textual cohesion, i.e., the cohesion of the preceding or the next sentences (43%),” “the specific details and substantial evidence (41%),” “style/ tone (47%).” Another six local reading strategies are “additive (36%),” “concessive (43%),” “logical order/ the order of the importance (36%),” “stylistic (41%),” “inversion (45%),” and “reference (36%).” A good understanding of all these can be beneficial to our future learning and teaching.

Though less than 50% of participants think of these global and local reading strategies above as “most difficult,” the percentage is still high. Possible reasons for the claimed “most difficult” reading strategies are as follows. One, such strategies require learners not only to understand the literal meanings of words, phrases, and grammar, but also to comprehend the whole text. Another, such strategies need students to have a better command of the usage of the words, particularly the polysomy, several meanings for one word. The other, such strategies need students to make out the word’s extended meanings in the context. To conclude, to master these difficult strategies needs learners to have the whole perspective of the FD learning style, and to hold the analytic perspective of the FI learning style as well.

No wonder, most learners think of them difficult, tough, or even troublesome.

The easiest reading strategies are the ones students can understand soon after instruction. At the very beginning, they do not seem to know these strategies; however, after RSI, they used them frequently without problem. Another possibility is that students have already been familiar with those easiest reading strategies before RSI.

After finishing the most difficult and the easiest, we will proceed to discuss students' responses to the instruction of FD/FI learning styles. Table 4.24 reveals that only 2% of the participants expressed negatively, while 68% of them made positive comments on the effects of RSI on the instruction of FD and FI learning styles. Another 30% of participants made "no comments."

On the whole, all of the results above may point to a conflicting situation. On one hand, they were in favor of RSI. On the other hand, they disapproved of future classes to be offered. The possible reason for this is that most of them made progress in the reading test, thus dismissing RSI as an unnecessary task. What's more, due to the upcoming General Scholastic Ability Test (GSAT) in January 16, 2012, they did not want to be distracted to some extra time-consuming and probably less beneficial class activities in their last month to prepare for the JCEE exam. With the exception of having immediate positive effects on their academic performance, they tended to hold a "conservative" attitude toward RSI to be offered in future.

These not-so-fascinating response figures can be comprehensible and acceptable. Since some inspiring seeds had been implanted in students' mind, a bunch of incredibly terrific miracles may sprout and flourish later. Some students, for instance, had experienced the miraculous efficiency of our global strategy—the

first or the last sentence in the first paragraph to find out the thesis statement. The instant impact was that it was easy and fast for them to grasp the key points in the reading passages, and they began to enjoy the satisfaction of tackling reading questions. Instead of continuously drawing underlines in the text, their reading speed accelerated and some answers were reached within seconds. The following are their satisfactory and appealing responses: “It’s also helpful in improving my ability to have a more thorough knowledge of the text—cohesion and coherence,” “RSI saved me a lot of precious time to be used in writing,” “It’s very interesting and different from our typical English courses because of our conspicuous advancements,” “It’s practical,” “Not bad,” “It virtually increases my reading abilities, especially my ability to answer reading questions,” “After practicing several times, it’s easy for me to manipulate these strategies,” as well as “I gained more confidence, not being afraid of lengthy text any longer.” So, the present study may prove that an effective and efficient way to facilitate reading comprehension is through RSI.

After we finish talking over students’ perceptions of FD/FI learning style instruction, we also need to have a discussion over the application of each global and local reading strategy used by the FD and FI learners.

In Table 4.29 listing the application of each reading strategy used by the FD and FI groups, the researcher found something extremely important in Items 17, 19, 25, 36 and 39.

Item 17 “comparison/contrast,” Item 19 “the positive degree, the comparative degree, and the superlative,” Item 25 “illustrative, distractive, and explicative,” and Item 36 “how to conclude the text” are most frequently used reading strategies by FI group before RSI, but the most frequent use of these strategies shifts to FD group

after RSI. And there is a significant difference in the use of reading strategies before and after RSI by the FD group. This indicates that FD group does learn the reading strategies they are not well equipped with by nature. This complementary shift reflects the genuine effect of RSI.

In addition, Item 39 “style/tone” alone is the most frequently used by FD group before RSI, but the most frequent use shifts to FI group after RSI. And there is a significant difference in the use of these reading strategies. This indicates that FI group does learn the reading strategy they are not well equipped with by nature. This complementary shift reflects the genuine effect of RSI.

To conclude, only 5 out of 40 reading strategies used by FD or FI group have such radical shifts. Such shifts have two important meanings for implications. The first important meaning reveals that it is extremely hard for learners to completely change their reading behavior, even though the researcher himself as an instructor made an all-out effort to arouse students’ consciousness of the use of 40 reading strategies through RSI. This phenomenon verifies that the characteristics of FD/FI learning style is a “relatively stable, or fixed (cannot be easily changed) trait” (Riding & Rayner, 1998, p.78-79), a “preferred, and habitual tendency” (Chapelle and Green, 1992), and a “consistent orientation toward learning and studying” (Messick, 1984).

The second important meaning shows that “learning styles can be modified and learned” (Riding & Rayner, 1998, p.78). As Items 17, 19, 25, 36 and 39 indicated, learners’ reading behavior completely changed after RSI, verifying that the use of these reading strategies could become mutually complementary through RSI; namely, FD learners learned from FI learners, and vice versa. Such results are in agreement with our intended goal of RSI—broadening FD and FI learners’

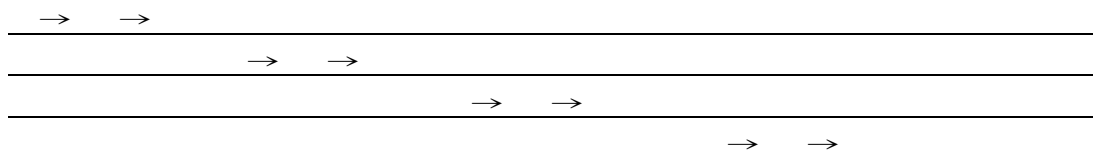
reading strategy repertoire, and cultivating them as more flexible, mobile, and adaptive learners, which was strongly advocated by Witkin & Goodenough (1981, cited by Messick, 1994). What's more, the global and local reading strategies planned in the curricula of RSI as "repertoires of cognitive tool-kit" (Riding & Rayner, 1998, pp. 78-79) "diversified" learners' reading strategies (Witkin et al., 1977, p.27) and embodied the spirit of Riding and Rayner to discipline learners as "strategic learners" (p.87).

After discussing the influence of this teaching experiment on the FD and FI learners in the use of reading strategies as illustrated in Table 4.29, we will digress from here to discuss the different paragraph development patterns occurring in narration, description, exposition, and argumentation, which, once acquired, could facilitate learners' reading strategies use in terms of coherence and cohesion.

Take for instance, Item 7 "the paragraph development patterns of supporting sentences" in the global reading strategies. If students fully understand these patterns in a text, they can predict possible information progression and guess which event, incident, or situation will probably happen next. It makes sense that students can greatly enhance their comprehension and considerably shorten the time spent on the reading passages owing to their familiarity with the paragraph development patterns. Elaboration on the patterns of paragraph development is illustrated below in the sequence of narration, description, exposition, and argumentation.

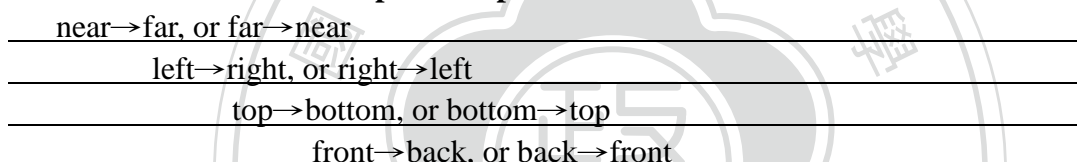
First, narration is telling a story from one's point of view. In paragraph development, it follows the time order/chronological sequence to achieve coherence (see Table 5.1).

Table 5.1 Pattern of Narration—Time Order



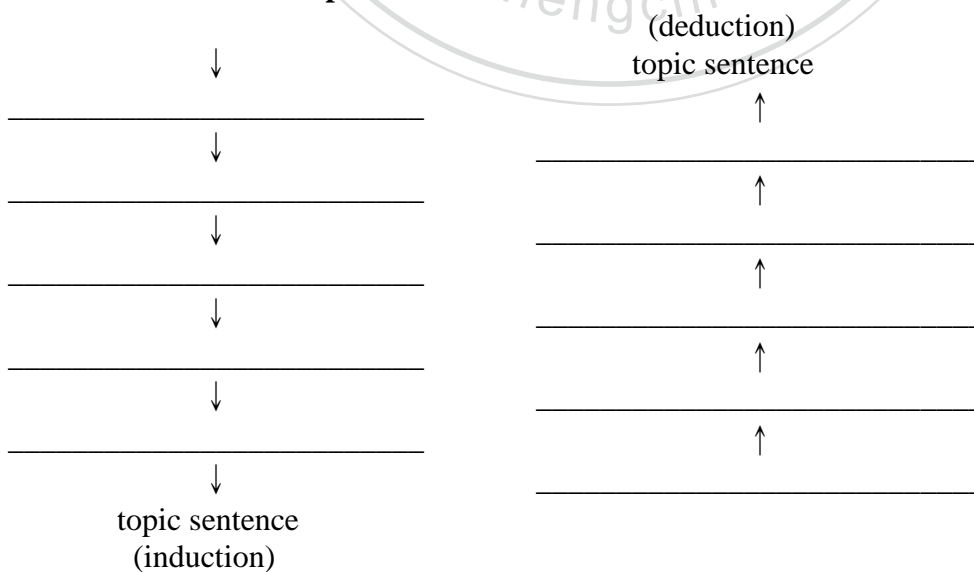
Second, description is an account of someone or something, which explains what they are or what they look like. In paragraph development, it follows the spatial order (see Table 5.2).

Table 5.2 Pattern of Description—Spatial Order



Third, exposition is a detailed explanation or account of an idea or a theory. In paragraph development, it follows logical order (see Table 5.3).

Table 5.3 Pattern of Exposition—Induction or Deduction



Last, argumentation is the process of arguing in a systematic or logical way in paragraph development (see Table 5.4).

Table 5.4 Pattern of Argumentation – Logical Order

A takes a position to refute B

B's claims	
b-1	
b-2	
b-3	
b-4	
A's refutation against B	
a-1	
a-2	
a-3	
a-4	

Getting the gist of the paragraph development patterns can not only make lengthy texts less difficult, but also make students' writing better.

Interestingly, almost half of the participants anonymously countered the facilitative and positive effects on their writing through RSI. As a matter of fact, the close relationship between reading as essential input and writing as essential output is like the relations between listening and speaking. It seems questioning and mysterious that they doubt about the connection between reading and writing.

Indeed, it is so demanding for them to integrate these reading strategies into genuine writing performance. Not only do they pay attention to many not-so-familiar words, phrases, grammatical patterns, sentence structures to deal with the messages conveyed in the text, but they also have to figure out some possible significant implications, make necessary inferences, as well as, in the meantime, further skillfully apply all of the specific features of the passages being read to writing. Imagine the amount of tremendous time spent and complicated

procedures done in reading, taking notes, rote learning, and practicing. What a strenuous and pains-taking job! One of the participants once wrote, “It seems a bit of superfluous, considering the remaining one-hundred days prior to the GSAT, even though many useful reading strategies can be applied in writing. Teacher had better leave us alone, and we do not want to learn different tricks!” Some students stated, “Currently, the GSAT is upcoming and I have a feeling of no efficiency,” “No special feelings,” “It’s a little difficult,” “Too fast! It’s better to move and pace slowly,” and “Sometimes, there are too many handouts. It’s easy for me to get confused.” Such erratic phenomenon and unfriendly comments, or even complaints can be imaginable and understandable.

An explanation for why these disappointing remarks took place could be the lack of sufficient time for them to well prepare for the decisive JCEE exam. Another reason could simply be attributed to students’ own particular learning style. Just take a few for instance. Some of the FI learners’ claims, “I prefer to work by myself,” and “I tend to create my own model for things I want to understand or articulate to others.” Thus, some of them felt bored of teacher’s instruction. It is reasonable that students have their own thoughts, especially for the FI learners. However, being too self-centered will make students lose precious chance to receive constructive and helpful information, and get back to their ordinary reading habit, i.e., reading word by word, and sentence by sentence, which is in agreement with Tsao’s observation and findings (1992). Thus, they keep holding not-so-healthy, improper, and inappropriate concept, “If I can memorize a large size of vocabulary, I can solve all the problems while reading.” As a matter of fact, reading comprehension is definitely beyond that.

5.2. Pedagogical Implications

This study aims to investigate whether senior high school students can benefit from FD/FI learning styles and reading strategy instruction (RSI). It is hoped that the findings in this study can shed light on the relations between students' learning styles and teachers' instruction. So do the pedagogical implications of this study ensue.

First and foremost, teacher should fully recognize students' individual differences, especially in their different learning styles. Every learner is unique, and cannot be replaced. Teachers can easily get a piece of GEFT test paper as used in this research, a prerequisite for determining learner's FD or FI learning style. For ordinary teachers and students, the original testing materials of the Group Embedded Figure Test (GEFT) cannot be easily available. One possible way to obtain it is through the courtesy of Psychology Department in any domestic college and university. Another way is to refer to the Appendix D attached concerning a simple 4-4-4-minute test. The other way is to review the detailed descriptions of FD/FI learners' characteristics in the second part of the Appendix J so that teachers can quickly identify students' learning styles for the benefit of their instruction. Surely, the ideal way is to take GEFT first and then review the detailed descriptions of the characteristics of the FD/FI learners in Appendix J.

Second, to cope with six of the most difficult global and local reading strategies, teachers are recommended to use our RSI in section 2.2, Chapter Two, as a reference and supplement to give students more training and practices. One thing should be mentioned that the local reading strategy, Item 26 "logical order, or the order of the importance," might be taught by instilling a sense of giving priority to the most important sentence students have to deal with.

Third, teaching materials are recommended to be simplified. One student noted, “Sometimes, there are too many handouts. It’s easy for me to get confused.” Another student commented, “Reading strategies are important, but they are a little bit academic and scholastic.” The other student expressed, “Reading strategies are significant, but they are so complicated.” These voices implied that the easier the teaching materials are for students, the more they like to listen to lectures. We as teachers have the obligation and responsibility to teach them in an easier way.

Last but not least, the participants have been responding positively to the teacher’s instruction, claiming that the teacher has been well prepared and enthusiastic about his teaching. This implies that the teacher has to be loyal to his professional job. Being a respected teacher, he has to make every effort to prepare for his teaching subjects. In so doing, he will surely win students’ recognition and appreciation. Students’ positive feedback definitely means their care about teachers’ passion and dedication. Meanwhile, it is worthy of being mentioned that one student ever wrote, “The teacher has been making painstaking efforts to teach us. If we don’t do well, we are to blame.”

5.3. Limitations of This Study and Suggestions for Future Research

Limitations have been found in the process of this research, concerning small sample size, time constraint, the limited reading questions, difficult reading test items, limited teaching materials, the obtaining of GEFT test paper, and incomprehensive digitalization for research sources. Meanwhile, some suggestions for future studies are also recommended.

First, the sample size is too limited and small. The present study involved only 75 twelfth grade students. It would be inappropriate to generalize the results of

the study and jump to a conclusion that the effectiveness of this reading strategy instruction (RSI) alone leads to students' improved reading comprehension. It is suggested that future studies execute a large-scale and extensive experiment involving more participants. It is also suggested that a larger sample in different grades be explored to get a more complete and comprehensive picture of the effects of RSI on Taiwanese senior high school students.

Second, one class period each meeting was not long enough for students to master global & local reading strategies. It is recommended that two-hour class meeting be ideal and appropriate for students to pick up the related concepts and question types in the first hour and put it into real practice in the second hour. The results may be different if RSI can be extended to their routine class hours.

Third, the reading comprehension test for both pre- and post-test consists of only 25 questions. If the number of the questions can be added up to 33 or 40, it would be more desirable. If so, the time for test and the burden on the students should also be considered, though.

Fourth, teaching materials were restricted to the passages occurring in reading comprehension tests. If cloze tests can be incorporated into the instruction at the same time, our reading materials in RSI can be more versatile.

Fifth, the Group Embedded Figure Test (GEFT) in this study split learners into so distinctive FD or FI learning styles. There is no "middle layer" for learners between FD and FI learning styles. If there is the third classification to be employed to divide and discuss learners' FD/FI learning styles in the middle layer in the follow-up study, different results may be obtained.



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Appendix A

85 年至 100 年大學聯考閱測篇數及字數統計									
年度	篇數	題數 分佈	第 1 篇	第 2 篇	第 3 篇	第 4 篇	第 5 篇	總字數	平均
85 年日大	3	3-3-4	316	367	360			1043	348
86 年日大	3	3-3-4	290	291	380			961	320
87 年日大	4	3-3-4-5	347	318	512	529		1706	427
88 年日大	4	3-3-4-5	317	367	455	495		1634	409
89 年日大	4	4-4-4-3	406	366	618	167		1557	389
90 年日大	4	3-3-4-5	299	338	406	529		1572	393
87 年推甄	3	3-3-4	370	296	453			1119	373
88 年推甄	4	4-4-2-5	380	355	252	491		1478	370
89 年推甄	5	3-4-2-4-2	244	347	140	589	191	1511	302
90 年學測	4	3-3-4-5	437	322	437	541		1737	434
91 年學測	4	3-3-4-5	340	351	380	548		1619	405
91 年學測補考	4	3-3-4-5	287	261	398	504		1450	363
91 年指考	4	3-4-4-4	324	566	419	466		1775	444
92 年學測	4	3-4-4-4	298	405	441	424		1568	392
92 年學測補考	4	3-4-4-4	361	479	350	489		1679	420
92 年指考	3	4-4-7	341	383	773			1497	499
93 年學測	4	4-3-4-4	426	368	448	452		1694	424
93 年指考	3	3-4-4	233	434	566			1233	411
93 年指考補考	3	4-3-4	448	361	526			1335	445
94 年學測	4	4-4-4-4	400	375	361	405		1541	385
94 年指考	3	4-4-3	431	532	385			1348	449
95 年學測	4	4-4-4-4	417	475	339	534		1765	441
95 年指考	3	3-4-4	343	446	441			1230	410
96 年學測	4	4-4-4-4	416	353	369	423		1561	390
96 年指考	3	4-3-4	529	355	438			1322	441
97 年學測	4	4-4-4-4	382	448	459	493		1782	446
97 年指考	4	4-4-3	490	491	329			1310	437
98 年學測	3	4-4-4-4	456	411	396	449		1712	428
98 年指考	4	4-4-4-4	500	459	499	473		1931	483
99 年學測	4	4-4-4-4	396	528	441	477		1842	461
99 年指考	4	4-4-4-4	445	422	505	585		1957	489
100 年學測	4	4-4-4-4	385	471	401	459		1716	429
100 年指考	4	4-4-4-4	471	492	456	502		1921	480
合計	123		總字數					51106	
			平均每篇字數					415	

85 年至 90 年大學聯考閱測篇數及字數統計

年度	篇數	題數分佈	第 1 篇	第 2 篇	第 3 篇	第 4 篇	第 5 篇	總字數	平均
85 年日大	3	3-3-4	316	367	360			1043	348
86 年日大	3	3-3-4	290	291	380			961	320
87 年日大	4	3-3-4-5	347	318	512	529		1706	427
88 年日大	4	3-3-4-5	317	367	455	495		1634	409
89 年日大	4	4-4-4-3	406	366	618	167		1557	389
90 年日大	4	3-3-4-5	299	338	406	529		1572	393
87 年推甄	3	3-3-4	370	296	453			1119	373
88 年推甄	4	4-4-2-5	380	355	252	491		1478	370
89 年推甄	5	3-4-2-4-2	244	347	140	589	191	1511	302
90 年學測	4	3-3-4-5	437	322	437	541		1737	434
小計	38		總字數					14318	
			平均每篇字數					377	

91 年至 95 年大學聯考閱測篇數及字數統計

年度	篇數	題數分佈	第 1 篇	第 2 篇	第 3 篇	第 4 篇	第 5 篇	總字數	平均
91 年學測	4	3-3-4-5	340	351	380	548		1619	405
91 年學測補考	4	3-3-4-5	287	261	398	504		1450	363
91 年指考	4	3-4-4-4	324	566	419	466		1775	444
92 年學測	4	3-4-4-4	298	405	441	424		1568	392
92 年學測補考	4	3-4-4-4	361	479	350	489		1679	420
92 年指考	3	4-4-7	341	383	773			1497	499
93 年學測	4	4-3-4-4	426	368	448	452		1694	424
93 年指考	3	3-4-4	233	434	566			1233	411
93 年指考補考	3	4-3-4	448	361	526			1335	445
94 年學測	4	4-4-4-4	400	375	361	405		1541	385
94 年指考	3	4-4-3	431	532	385			1348	449
95 年學測	4	4-4-4-4	417	475	339	534		1765	441
95 年指考	3	3-4-4	343	446	441			1230	410
小計		38	總字數					19734	
			平均字數					420	

96年至100年大學聯考閱測篇數及字數統計									
年度	篇數	題數分佈	第1篇	第2篇	第3篇	第4篇	第5篇	總字數	平均
96年學測	4	4-4-4-4	416	353	369	423		1561	390
96年指考	3	4-3-4	529	355	438			1322	441
97年學測	4	4-4-4-4	382	448	459	493		1782	446
97年指考	4	4-4-3	490	491	329			1310	437
98年學測	3	4-4-4-4	456	411	396	449		1712	428
98年指考	4	4-4-4-4	500	459	499	473		1931	483
99年學測	4	4-4-4-4	396	528	441	477		1842	461
99年指考	4	4-4-4-4	445	422	505	585		1957	489
100年學測	4	4-4-4-4	385	471	401	459		1716	429
100年指考	4	4-4-4-4	471	492	456	502		1921	480
小計	38		總字數					17054	
			平均字數					449	



Appendix B (English version)

Questionnaire I—Reading Strategy Questionnaire

The purpose of this survey is to collect information about the various techniques you use when you read academic materials in English. All the items below refer to the reading passages of college-related entrance exams. Each statement is followed by five numbers, 1, 2, 3, 4, and 5. Each number means the following:

- "1" means that 'I **never or almost never** do this'.
- "2" means that 'I do this **only occasionally**'.
- "3" means that 'I **sometimes** do this'. (About 50% of the time.)
- "4" means that 'I **usually** do this'.
- "5" means that 'I **always or almost always** do this'.

The questionnaire consists of three parts: the first part is the reading strategies of the organization and the content in a text. The second part is the reading strategies of the organization and the content in a paragraph. The third part is the author's writing crafts. These reading strategies can help you recognize and utilize what you have learned in the classroom.

School: _____ Class: _____ No: _____ Name: _____

(Please write the proper number 1, 2, 3, 4, or 5 to the following question.)

- I. Strategies of the organization and the content in a text** 1 2 3 4 5
- (A) Strategies of the organization in a text**
1. While reading, I pay attention to **the opening paragraph** (introduction), **the main paragraph** (body), and **the closing paragraph** (conclusion).
 Q1
 2. While reading, I pay attention to **the coherence of paragraphs**.
 Q2
- (B) Strategies of the content in a text**
3. While reading, I pay attention to the **title, subtitle, figures, and tables** to predict the main idea of the passage. Q3
 4. While reading, I pay attention to **every sentence in the first paragraph, especially in the thesis statement**, to further make sure the main idea of the passage. Q4
 5. While reading, I pay attention to **every sentence in the last paragraph** to comprehend the content of the text. Q5
- II. Strategies of the organization and the content in a paragraph**
- (A) Strategies of the organization in a paragraph**
6. While reading, I pay attention to **the topic sentences and the closing sentences in the main paragraph**. Q6
 7. While reading, I pay attention to the **possible development patterns of the supporting sentences**, such as time order, spatial order, and the order of the significance. Q7
 8. While reading, I pay attention to **the cohesion of the preceding or the next sentences**, such as conjunction, and parallelism, etc. Q8
 9. While reading, I pay attention to whether **the closing sentence** echoes with the statement of the topic sentence. Q9

(B) Strategies of the content in a paragraph

10. While reading, I pay attention to the place regarding **time order**/ temporal sequence/ temporal connectives/ the sequence of events/ enumerative, such as first(ly), second(ly), last, one, two, three, next, then, finally, last(ly), ultimately, eventually, in the end, when, before, after, since, as, while, until, till, as soon as, previously, subsequently, at the same time, simultaneously, in the meantime, meanwhile, etc. Q10
11. While reading, I pay attention to the place regarding **who, when, where, why, how, which, and what**. Q11
12. While reading, I pay attention to the place regarding **spatial order**/location, such as above, below, beyond, under, beneath, beyond, across, inside, outside, close by, nearby, on the other side of, in the neighborhood, at the outskirts of, underneath, etc. Q12
13. While reading, I pay attention to the place regarding **additive**/ addition/ additional connectives, such as and, again, and again, also, and also, then, both...and..., as well as, not only...but also..., besides, moreover, furthermore, in addition, what is more, along with, and together with, etc. Q13
14. While reading, I pay attention to the place regarding **cause & effect**/the causal relationship. The **causative connectives are such as** because, as, since, now that, in that, seeing that, concerning that, considering that, due to, thanks to, result from, arise from. The **resultative connectives** are such as therefore, as a consequence, as a result, consequently, accordingly, thus, hence, result in, lead to, contribute to, so that, etc. Q14
15. While reading, I pay attention to the place regarding **condition**, such as **(positive)** if, only if, given that, as/so long as, on condition that, (just) in case (that), in case of, in the event (that), suppose that, provided that, **(negative)** unless, whether (or not), if not, less, for fear of, for fear that, fearing, etc. Q15
16. While reading, I pay attention to the place regarding **aim/goal/purpose**, such as to, in order to, so as to, with a view to, in order that, so that, to the end that, for the purpose of, etc. Q16
17. While reading, I pay attention to the place regarding **comparative/ comparison or contrast**, such as equally, likewise, compare to/with, just as, like, similarly, correspondingly, in the same way, in the same manner, by the same token, **(replacive)** instead (of), rather (than), in a different way, **(adversative)** unlike, but, yet, however, by contrast, in contrast with/to, on the contrary, on the other hand, in opposition to, etc. Q17
18. While reading, I pay attention to the place regarding **subtractive/ exception** such as only, except, except for, except that, with the exception of, excluding, exclusively, regardless of, not ...but..., etc., **or particularity**, such as best of all, of great importance, most important of all, most importantly, significantly, particularly, in particular, primarily, mainly, chiefly, oddly enough, especially, exclusively, (more) specifically, to be more specific, to be more precise, (more) precisely, exactly, only, solely, merely, unique, main, chief, primary, principal, utmost, inevitably, ideally, last but not least, what's best, what's better, better yet, better still, even better, what's worse, worse yet, worse still, (what's) more important, much worse, most of all, etc. Q18

19. While reading, I pay attention to the place regarding **the positive degree, the comparative (degree), and the superlative**, such as as...as, -er/more...than, the -est/ the most ...in/of/among, etc. Q19
20. While reading, I pay attention to the place regarding **concessive**, such as (al) though, but, however, yet, while, still, despite, in spite of, in spite of the fact that, nevertheless, for all, notwithstanding, all the same, even so, anyhow, anyway, etc. Q20
21. While reading, I pay attention to the place regarding **defining**, such as means, refer to, can be defined as, be called, be considered, be known as, by...we mean, meaning, by definition, A or B, is..., can be considered, can be called by, be known as, refer to, etc. Q21
22. While reading, I pay attention to the place regarding **exemplifying** such as for example, for instance, such as, take ...for example, etc. Q22
23. While reading, I pay attention to the place regarding **listing**, such as first, second, third, one, two, three, a, b, c, for one thing...for another (thing), on the one hand...on the other hand, (two)one...the other, some...others, one ... another, besides, moreover, furthermore, in addition, what's more, on one hand...on the other hand, the former/previous/preceding...the latter, that...this, the following/the consecutive, etc. Q23
24. While reading, I pay attention to the place regarding **classifying**, such as consist of, be made up of, be composed of, can be divided into, can be categorized, groups, types, parts, feature, (some) features, various elements, characteristics, fields, ranks, etc. Q24
25. While reading, I pay attention to the place regarding **illustrative**, such as, to illustrate, as demonstrated; **distractive**, such as by the way, incidentally, and **explicative**/ expository, such as namely, that is (to say), in other words, I mean, to put it another way, to put it differently, etc. Q25
26. While reading, I pay attention to the place regarding **logical order/** sequence, which often appear according to **the order of the importance**. The words or phrases concerning **introducing** are such as to begin with, in the beginning, first of all, and words concerning **summative**, such as so, so far, then, therefore, consequently, accordingly, thus, hence, in brief, briefly, in short, in a word, to put it briefly, to conclude, to sum up, to summarize, on the whole, overall, altogether, etc. Q26
27. While reading, I pay attention to the place regarding **number or date in Arabic numeral or in English**, such as year, month, week, date, quantity/number/ amount, money, distance, or weight, etc. Q27
28. While reading, I pay attention to the place regarding **appositive**. Q28
29. While reading, I pay attention to the place regarding **stylistic**, such as special capitalization, (:, —, “ ”), bold, italic, and underlined, etc. Q29
30. While reading, I pay attention to the place regarding **inversion/an inverted sentence**. The first words have negative meaning, such as never, little, seldom, hardly, rarely, scarcely, far from, by no means, on no account, under no circumstances, not until, not only...but (also), no sooner...(than), and so, nor, and neither, only, so, such, etc. Q30
31. While reading, I pay attention to the place regarding **emphatic**, such as

importance, (of great) importance, best of all, most important (of all), (what's) more important, most importantly, significantly, primarily, mainly, chiefly, inevitably, ideally, last but not least, what's best, what's better, better yet, better still, even better, what's worse, worse yet, worse still; most of all, much worse, etc. Q31

32. I pay attention to the place regarding **the particular meaning of word or phrase** via strategies such as contextual meaning, the relationship of words in the context, and polysomy, etc. Q32
33. While reading, I pay attention to the place regarding **reference**, such as pronoun (he/she/they/it...), indicative pronoun (this/that/these/those), indefinite pronouns (one/ones), verbs (do/does/did), adverbs (then, there), and sentential reference (so). Q33

III. Author's Writing Crafts

34. I pay attention to the opening paragraph about **how the author arouse reader's interest**, such as telling stories, asking questions, describing from the opposite direction, and from general to specific. Q34
35. While reading, I pay attention to **the specific details and substantial evidence** to support the main idea, such as subjective personal experience, or objective facts, statistics of report, results of survey, or certain quotations, etc. Q35
36. While reading, I pay attention to the last paragraph about **how the author concludes the text**, such as, prediction, summary, final thoughts, or summary and final thoughts. Q36
37. While reading, I pay attention to the last paragraph to get **conclusion, inspiration, implication, or moral lesson**. Q37
38. I think about **the writing purpose**, such as providing information, entertaining, persuading, criticizing or explaining, etc. Q38
39. While reading, I pay attention to the place regarding the author's **style/ tone** such as undoubtedly, probably, perhaps, maybe, definitely, surely, precisely, really, (**verifactive**) actually, truly, indeed, in fact, as a matter of fact (un)fortunately, (un)luckily, honestly, clearly, evidently, obviously, apparently, miraculously, marvelously, incredibly, ridiculously, ironically, sadly, regrettably, (un)happily, (in)voluntarily, surprisingly, amazingly, astonishingly, interestingly, ideally, terribly, severely, strangely, strange to say, needless to say, unquestionably, to tell the truth, mischievously, sure enough, additionally, traditionally, anonymously, it is no wonder that, it is reasonable that, to one's disappointment/ regret/ relief/ satisfaction/ delight, etc. Q39
40. While reading, I pay attention to infer the possible **source of the text**, such as weather report, fashion magazine, letter, research report, science journal, advertisement, review, textbook, blog, Internet, etc. Q40

Appendix C Cooperative Teaching Plan

本校100學年度第一學期三年級英語科協同教學計畫

一、教學目標	使學生能熟悉學測及指考的閱讀測驗考題題型及重點，提昇大考英文成績。									
二、評量方式	日常評量:歷屆學測及指考考題閱讀測驗。									
三、成績計算	平常成績:上課表現與平時測驗占30%。 前測：占20%。 後測：占50%。									
四、對學生的期望	1. 能熟悉主旨題、粗體劃線單字題及指涉題、推論題、結論題/道德教訓及文章啟示、作者態度、寫作目的、文章標題、文章來源及出處等出題類型及解題技巧。 2. 能提高學習興趣，持續學習，與英語國際化接軌。									
五、教學進度:	以原英語課正課課程為主，配合上課進度彈性調整閱測篇數，達到協同教學增進閱讀能力之目的。									
學科	英語	每週節數	1 節	授課教師	xxx 高永欽	使用教材	歷屆考題	年級	三	
								組別	社會組	
週次	日期起訖	教學內容及作業							備註	
1	8/30~9/3	閱讀測驗前測								
2	9/4~9/10	1. 鑲嵌圖形測驗 (場地獨立/場地依賴學習風格心理測驗) 2. 全民英檢中級閱讀測驗 (同質性檢測)								
3	9/11~9/17	1. 閱讀策略教學前閱讀策略使用調查 2. 場地獨立/場地依賴學習風格介紹 3. 85~100年日大閱讀測驗題型統計及分析簡介								
4	9/18~9/24	結論題、道德教訓及文章啟示 89日大、91指考、92學測補考、96學測、99指考								
5	9/25~10/1	寫作目的 88年推甄、91年學測、91年指考、92年學測、94年學測、95年學測、96年學測、97年指考、98年指考								
6	10/2~10/8	文章標題 87年日大、89年推甄、92年學測、97年指考、98年指考、100年學測								
7	10/9~10/15	第一次段考								
8	10/16~10/22	文章來源及出處								

		92 年指考、94 年學測、99 年學測	
9	10/23~10/29	作者態度/文章風格 85 日大、88 年日大、91 年學測補考、94 學測、 96 指考、100 年指考	
10	10/30~11/5	劃線粗體指涉題 92 年學測補考、92 年指考、93 年指考、99 年 指考、100 年指考	
11	11/6~11/12	劃線粗體單字題 86 年日大、90 年日大、87 年推甄、88 年推甄、 91 年指考、93 年學測、94 年指考、95 年學測、 96 年學測、97 年學測、98 年學測、99 年學測、 100 年學測、100 年指考	
12	11/13~11/19	主旨題 88 年日大、89 年日大、88 年推甄、90 年學測、 92 年學測、92 年學測補考、92 年指考、93 年 學測、94 年指考、95 年學測、97 年學測、98 年學測、98 年指考、99 年學測、100 年學測、 100 年指考	
13	11/20~11/26	推論題 90 年日大、88 年推甄、90 年學測、91 年學測、 94 年指考、95 年學測、96 年指考、97 年學測、 97 年指考、100 年指考	
14	11/27~12/3	第二次段考	
15	12/4~12/10	細節題	
16	12/11~12/17	閱讀策略教學後閱讀策略使用調查	
16	12/18~12/24	閱讀測驗後測	
18	12/25~12/31	閱讀策略教學回饋問卷	
19	1/1~1/7	期末考	
20	1/8~1/14	學測準備週	

Appendix D

GEFT Test Paper



Appendix E

The Results of General English Proficiency Test (GEPT)

FD Group		FI Group	
No.	GEPT	No.	GEPT
1	82.5	1	87.5
2	85	2	72.5
3	70	3	75
4	70	4	80
5	85	5	77.5
6	92.5	6	75
7	57.5	7	80
8	65	8	85
9	77.5	9	90
10	77.5	10	85
11	92.5	11	67.5
12	82.5	12	77.5
13	77.5	13	80
14	82.5	14	77.5
15	85	15	72.5
16	82.5	16	72.5
17	95	17	72.5
18	53	18	85
19	80	19	80
20	80	20	82.5
21	80	21	82.5
22	82.5	22	85
23	82.5	23	75
24	72.5	24	65
25	90	25	70
26	85	26	85
27	50	27	87.5
28	62.5	28	40
29	65	29	67.5
30	82.5	30	57.5
31	80	31	67.5
32	55	32	70
Total	2461	33	47.5
Average	76.89	34	80
		35	80
		36	72.5
		37	85
		38	52.5
		39	75
		40	47.5
		41	70
		42	60
		43	90
		Total	3188
		Average	74.13

Appendix F

英語閱讀策略問卷(中文版)

親愛的同學:你好!

這是一份關於英語閱讀策略的研究，其目的在於瞭解高中生在進行英文閱讀時所運用的閱讀策略及個人看法，作為日後學習英語及改進教學的參考。你的答案只提供學術研究之用，無所謂對錯與好壞，不會影響你的成績，且對外保密。請根據你自己的實際情況和經驗，誠實回答每個問題，不要遺漏或有任何未作答的情況。非常感謝你的參與及協助!!

敬祝 學安

個人基本資料

學校: _____ 班級: _____ 座號: _____ 姓名: _____

答案選項說明:

1. 幾乎從不如此(表示該敘述幾乎完全不符合你的情況)
2. 極少如此 (表示該敘述多半不符合你的情況)
3. 偶而如此 (表示該敘述差不多有一半符合你的情況)
4. 經常如此 (表示該敘述多半符合你的情況)
5. 幾乎總是如此(表示該敘述幾乎完全符合你的情況)

1 2 3 4 5

(請於適當的□內，寫上表示頻率或程度高低的數字「1~5」)

1. 閱讀時會注意引言段、主要論述段及結論段。 Q1
2. 閱讀時會注意段與段之間的銜接關係。 Q2
3. 閱讀時會注意文章的標題、副標題及圖形、圖表，以預測文章主旨。 Q3
4. 閱讀時會注意第一段的每一句話，特別是主旨陳述。 Q4
5. 閱讀時會注意最後一段的每一句話，以瞭解篇章內容。 Q5
6. 閱讀時會注意找出主要論述段中中間各段的主題句及結論句。 Q6
7. 閱讀時會注意支撐句的可能發展方式，如:依時間先後順序、方位順序或重要性順序等。 Q7
8. 閱讀時會注意上下句之間的銜接關係，如以連接詞、平行結構等。 Q8
9. 閱讀時會注意結論句是否呼應各段主題句的陳述。 Q9
10. 閱讀時會特別注意有無表達時間先後或事件發生過程之處，如: first(ly), second(ly), last, one, two, three, next, then, finally, last(ly), eventually, in the end, when, before, after, since, as, while, until, till, as soon as, previously, subsequently, at the same time, simultaneously, in the meantime, meanwhile 等字眼。 Q10
11. 閱讀時會特別注意談到人物、事件、時間、地點、事物、如何發生及為何發生之處，如: who, what, when, where, which, how, why 等字眼。 Q11

12. 閱讀時會特別注意有無表達方位順序之處，如:above, below, beyond, close by, nearby, inside, outside, in the neighborhood Q12
13. 閱讀時會特別注意有無表達增加之處 如:and, again, and again, also, and also, then, both...and..., as well as, not only...but also..., besides, moreover, furthermore, in addition, what is more, along with, together with 等字眼。
Q13
14. 閱讀時會特別注意有無表達因果關係之處 如:表原因或理由時使用 because, as, since, now that, in that, seeing that, concerning that, considering that, due to, thanks to, lead to, result from；表結果時使用 therefore, as a consequence, as a result, consequently, accordingly, thus, hence, result in, so that 等字眼。
Q14
15. 閱讀時會特別注意有無表達條件之處 如: if, only if, given that, as/so long as, on condition that, (just) in case (that), in case of, in the event (that), suppose that, provided that, unless, whether (or not)等字眼。
Q15
16. 閱讀時會特別注意有無表達目的之處 如: to, in order to, so as to, with a view to, in order that, so that, to the end that, for the purpose of 等字眼。
Q16
17. 閱讀時會特別注意有無表達比較或對照之處，即找出二者間相同、相似或相異之處。如:表比較相同之處時使用 equally, likewise；表比較相似之處時使用 compare to/with, just as, like, similarly, correspondingly, in the same way；表對照相異之處時使用 instead, rather, or, or else, otherwise, unlike, by contrast, in contrast with/to, on the contrary, on the other hand 等字眼。
Q17
18. 閱讀時會特別注意有無表達例外或特殊之處，如: except, except for, except that, especially, particularly, exclusively, to be more specific 等字眼。
Q18
19. 閱讀時會特別注意有無表達原級、比較級或最高級之處，如:as...as, -er/more...than, the -est/ the most ...in/of/among 等字眼。
Q19
20. 閱讀時會特別注意有無表達讓步之處，如:(al) though, but, however, yet, while, still, despite, in spite of, nevertheless, for all, anyhow, anyway 等字眼。
Q20
21. 閱讀時會特別注意有無表達下定義之處，如:means, can be defined as, by...we mean, meaning, by definition 等字眼。
Q21
22. 閱讀時會特別注意有無表達舉例之處，如:for example, for instance, such as, take ...for example 等字眼。
Q22
23. 閱讀時會特別注意有無表達列舉之處，如:first, second, third, one, two, three, a, b, c, for one thing, for another 等字眼。
Q23
24. 閱讀時會特別注意有無表達分類之處，如:consist of, be made up of, be composed of, can be divided into, can be categorized, groups, types, parts, features, some features, various elements, characteristics, fields, ranks 等字眼。
Q24
25. 閱讀時會特別注意有無表達說明、解釋、換言之之處，如:表說明及解釋時使用 as demonstrated, to illustrate；表換言之時使用 by the way, incidentally, namely, that is (to say), in other words, I mean, to put it in another way 等字眼。
Q25

26. 閱讀時會特別注意有關表達邏輯順序，即重要性順序之處，如：表開頭時使用 to begin with, in the beginning, first of all；表總結時使用 so, so far, then, thus, therefore, in brief, in short, in a word, to put it briefly, to conclude, to sum up, to summarize, on the whole, overall, altogether 等字眼。 Q26
27. 閱讀時會特別注意出現數字之處，如：表示年代、日期、時間或數量、金錢、距離等英文字或阿拉伯數字之處。 Q27
28. 閱讀時會特別注意出現同位語之處。 Q28
29. 閱讀時會特別注意出現特殊體例之處，如：冒號(:)、破折號(—)、括弧、引號(“ ”)，及粗體、斜體或劃底線。 Q29
30. 閱讀時會特別注意出現倒裝句之處，如：首字為表達否定意味時使用 not, no, never, seldom, little, rarely, hardly, scarcely, not until, not only...but (also), far from, no sooner...(than), nor, under no circumstances, on no account, in no way, only, so, such 等字眼。 Q30
31. 閱讀時會特別注意出現加強語氣之處，如：importance, most importantly, significantly, primarily, mainly, chiefly, above all, no doubt, inevitably, ideally, last but not least 等字眼。 Q31
32. 閱讀時會特別注意利用上下文意、前後字詞關係及一字多義的策略，以理解文中特殊字或片語的意義。 Q32
33. 閱讀時會特別注意指涉現象：人稱代名詞(he/she/they/it...)、指示代名詞(this/that/these/those)、不定代名詞(one/ones)、動詞(do/does/did)、副詞(then, there)及子句(so)的指涉。 Q33
34. 閱讀時會注意作者如何撰寫第一段以引起讀者興趣，如：說故事、提出問題、從反方向開始論述，還是從概述到具體來做開頭。 Q34
35. 閱讀時會注意作者提供什麼細節或具體的證據，以支持其主要論述/文章主旨，如：主觀的個人經驗，還是客觀的事實、報告中的統計數據、調查結果、或引述某人的話語等方式。 Q35
36. 閱讀時會注意作者如何撰寫最後一段，例如：預測接下來可能會發生的事情、總結、最後想法，還是以總結及最後想法做收尾。 Q36
37. 閱讀時會注意作者如何寫最後一段，以掌握文章的結論、啟示與道德教訓。 Q37
38. 閱讀時會思考作者的寫作目的，如：提供訊息、娛樂、說服、批評或解釋等。 Q38
39. 閱讀時會注意表達作者風格、語調、態度、立場或觀點之處，如：undoubtedly, perhaps, definitely, precisely, really, actually, in fact, as a matter of fact, fortunately, honestly, clearly, evidently, obviously, miraculously, sadly 等字眼。 Q39
40. 閱讀時會注意推斷出文章可能的來源及出處，如：氣象報告、流行時尚雜誌、動物保護報導、個人信函、研究報告、自然科學期刊、旅遊手冊、分類廣告、音樂雜誌、書評、歷史課本、報紙或網路等。 Q40

問卷到此結束，請再次檢查是否有任何遺漏未答之處。
謝謝您的耐心填答！

Appendix G

Cronbach's Alpha in the Pilot Study

信度統計量

Cronbach's Alpha 值	以標準化項目為準的 Cronbach's Alpha 值	項目的個數
.969	.970	40

Cronbach's Alpha in the Pre-test

信度統計量

Cronbach's Alpha 值	以標準化項目為準的 Cronbach's Alpha 值	項目的個數
.948	.949	40

Cronbach's Alpha in the Post-test

信度統計量

Cronbach's Alpha 值	以標準化項目為準的 Cronbach's Alpha 值	項目的個數
.945	.946	40

Appendix H

Reading Comprehension Test (Pre- & Post-test)

Passage 1—93 年指考補考 第 46 至 49 題為題組

Six out of ten British children are likely to have seen a *Harry Potter* film and then read the first two books about the young wizard.

The finding comes from a survey by bookseller Waterstone's into the impact on children's reading of the Potter phenomenon, created by Edinburgh-based author J.K. Rowling.

Martin Higgs, Waterstone's literary editor, said: "Thanks to the PG certification of the *Harry Potter* films, each release in the cinema is opening up a new generation of young children to the books."

The two most successful books of the past 12 months for Waterstone's have both had major film releases — *Harry Potter* and *Lord of the Rings*.

Waterstone's experienced a 300 percent rise in sales of the *Harry Potter* series after the launch of the first film, *Harry Potter and the Philosopher's Stone*, and is expecting another **surge** of interest after the release this month of *Harry Potter and the Chamber of Secrets*.

An even greater rise in book sales was experienced as a result of the first film in the *Lord of the Rings* series and a repeat of interest in the Tolkien novels is expected next month when the next film in the series is released at cinemas.

Mr. Higgs added: "Parents are recognizing that films are a chance to persuade a reluctant reader to pick up a book and give it a try."

- () 1. What is the main idea of this passage?
- (A) Films based on popular books like *Harry Potter* and *Lord of the Rings* can sell very well.
- (B) Free *Harry Potter* books were given to British children who went to see the *Harry Potter* films.
- (C) Many British children became interested in reading the *Harry Potter* and *Lord of the Rings* books after seeing the films.
- (D) Six out of ten British children had already read the *Harry Potter* books before they saw the *Harry Potter* films.
- () 2. Which of the following words from the passage is closest in meaning to "surge"?
- (A) Rise. (B) Repeat. (C) Result. (D) Release.
- () 3. According to the passage, Martin Higgs is _____.
- (A) a producer making the *Harry Potter* films
- (B) a person who prepares books for printing
- (C) a writer of a children's book about a young wizard
- (D) a teacher who encourages his students to read books
- () 4. What can we infer from Martin Higgs' remark at the end of the passage?
- (A) Books made into films are worth reading.
- (B) Parents usually know which films are good for their children.
- (C) Reading a book is more useful for children than seeing a film.
- (D) Films may motivate children to read the books on which the films are based.

Passage 2—93 年指考補考 第 50 至 52 題為題組

Many buildings in Taiwan have survived earthquakes, but some appear to have fallen over like toys. This, say experts, is a sign that engineers did not pay enough attention to the foundations, or that the quake virtually turned the soft sediment below into a “liquid” — meaning the apartments should not have been constructed in these locations in the first place. According to Dr. David Petley, of the UK’s Portsmouth University, there are widespread occurrences in Taiwan where building codes are ignored and where development has occurred in locations where it should not have been allowed. Having worked on government-backed risk reduction projects in Taiwan since 1991, Dr. Petley further pointed out that there’s quite a lot of illegal construction work going on in Taiwan as a result of the very rapid development.

However, **seismologists** and engineers say that the government’s use of three building codes formulated to counter the threat of earthquakes may have spared the island from a death toll far higher than that now being revealed. For instance, Walter Mooney, of the US Geological Survey, conducted a research comparing Taiwan’s preparedness for earthquakes with that of Turkey, and found that Taiwan has been doing a good job: Whereas an estimated 65% of buildings in Turkey were illegally constructed, failing many safety tests, Taiwan has been largely successful in enforcing its own laws.

- () 5. This passage was written mainly to _____.
- (A) warn Taiwan residents about the danger of rapid urban development
 (B) propose solutions to the problems caused by earthquakes in Taiwan
 (C) discuss the safety problems of buildings in Taiwan during earthquakes
 (D) compare the death tolls in Turkey and Taiwan during recent earthquakes
- () 6. Which of the following is mentioned by Dr. Petley as one factor leading to the collapse of buildings when earthquakes strike Taiwan?
- (A) There is too much water underground.
 (B) There is a lack of qualified engineers.
 (C) Building codes are still waiting approval.
 (D) Buildings have been constructed where they shouldn’t have been.
- () 7. The word “seismologists” in the second paragraph most likely means “experts on _____”.
- (A) earthquake studies (C) government policies
 (B) weather conditions (D) water resources

Passage 3—93 年指考補考 第 53 至 56 題為題組

The best-known technological aid in language teaching is undoubtedly the language laboratory — a room, usually divided into booths, where students can listen individually to compute recordings of foreign language material, and where they may record and play back their own responses, while being monitored by a teacher.

When these laboratories were first introduced, they were heralded as a technique that would improve the rate and quality of language learning. They would take the burden of repetitive drills away from the teacher, provide more opportunities for learners to practice listening and speaking, and enable them to develop at their own rates and monitor their own progress. Many schools were quick to install expensive laboratory equipment. However, within a few years, it became apparent that there would be no breakthrough. The **expected improvements** did not materialize, and the popularity of the “language lab” showed a marked decline.

There were several reasons for the language lab’s failure to live up to expectations. The taped materials were often poorly designed, leading to student frustration and boredom. The published programs failed to reflect the kind of work the student was doing in class. Few modern languages staff had received training in materials design or laboratory use. And it proved difficult to maintain the equipment once it had been installed.

Today, the strengths and limitations of the laboratory are better realized, and the vastly increased potential of modern electronic hardware has led to a certain revival. There is now considerable interest in *language learning laboratories*, which contain much more than the traditional systems — in particular, the introduction of interactive computational aids and video materials has proved to be extremely popular.

It is now clear that, when used properly, laboratories can provide a valuable extra dimension to language teaching. For example, the taped material can provide a variety of authentic and well-recorded models for the training of listening comprehension. And laboratories can be used as resource centers, or libraries, giving learners extra opportunities to practice at their chosen level.

- () 8. The passage is mainly about _____.
- (A) the use of taped materials in a language laboratory
 - (B) the development of language learning laboratories
 - (C) the disadvantages of traditional language laboratories
 - (D) the importance of well-trained staff in a language laboratory
- () 9. Which of the following can be regarded as one of the “expected improvements” in the second paragraph?
- (A) The rapid spread of language laboratories worldwide.
 - (B) The installment of costly machines in the labs in most schools.
 - (C) Correcting every student’s speech errors by the classroom teachers.
 - (D) Keeping regular checks on the learning process by the students themselves.
- () 10. It can be inferred that today’s language learning laboratories owe their success mainly to the introduction of _____.
- (A) hearing aids
 - (B) video materials
 - (C) resource centers
 - (D) hardware dealers

- () 11. According to the passage, which of the following is **NOT** true after language laboratories were first introduced?
- (A) Materials used in the language laboratory bored students.
 (B) Well-trained staff for the language laboratory was hard to find.
 (C) The maintenance of equipment in the language laboratory was trouble-free.
 (D) The lessons in language laboratories and those in regular classrooms did not match.

Passage 4—95 年指考 第 46 至 48 題為題組

Rice balls with folded plastic wrappers separating the rice from the seaweed; a dozen kinds of cold tea in a dozen different bottles— enter any convenience store in Japan, and you're immediately struck by the great variety and quality of the packaging!

Japanese companies have been accused of over-packaging; but within the Japanese cultural context, that's not really true. The Japanese tend to use more packaging because of a cultural emphasis on freshness and a lack of storage space at home. Moreover, they believe nice packaging adds value because it's a strong signal of quality. What's more, compared with Westerners, the Japanese are more connected with packaging as a symbol of appreciation, love and care. Packaging has, therefore, attained an important place in Japan's economy. The packaging market is worth over ¥7.4 trillion. New packaging is introduced to Japanese store shelves at a rate of 20 percent per year, the highest rate in the world. In such an environment, a product has to have more than just a nice graphic design to differentiate it from its **shelf-mates**. The product has to speak to the consumer's needs with both personality and practical value. In this changing industry, nothing is really certain except one thing. You can be sure that the goods out there on display on the shelves of the convenience store will soon be looking rather different.

- () 12. This passage is most likely taken from a _____.
- (A) cookbook (B) user's manual
 (C) consumer report (D) fashion magazine
- () 13. Which of the following is **NOT** a reason for the Japanese to use more packaging?
- (A) Packaging helps to keep food fresh.
 (B) Packaging helps the Japanese to show appreciation.
 (C) The Japanese consider packaging a symbol of quality.
 (D) Packaging is a way to compete with Westerners in economy.
- () 14. The word "**shelf-mates**" in the second paragraph most likely refers to _____.
- (A) co-workers on the job
 (B) other products in the store
 (C) customers' need for other products
 (D) other graphic designs on the package

Passage 5—95年指考 第49至52題為題組

Native Americans could not understand the white man's war on the wolf. The Lakota, Blackfeet, and Shoshone, among other tribes, considered the wolf their spiritual brother. They respected the animals' endurance and hunting ability, and warriors prayed to hunt like them. They draped themselves in wolf skins and paws, hoping they could acquire the wolf's hunting skills of stealth, courage, and stamina.

Plains Indians wore wolf-skin disguises on raiding parties. Elite Comanche warriors were called wolves. The white settlers' war on the wolf raged on. Western ranchers continued to claim that thousands of cattle were killed every year by wolves. In 1884, Montana created its first wolf bounty—one dollar for every dead wolf, which increased to eight dollars in 1893. Over a period of thirty-five years, more than eighty thousand wolf carcasses were submitted for bounty payments in Montana. Moreover, the government even provided free poison. Finally, in 1914, ranchers persuaded the United States Congress to provide funds to exterminate wolves on public lands.

The last wolves in the American West died hard. No place was safe, not even the nation's first national park, Yellowstone. The park was created in 1872, and from its very beginning, poisoned carcasses were set out to kill wolves. Nearly 140 wolves were killed by park rangers in Yellowstone from 1914 to 1926. In October 1926, two wolf cubs were trapped near a bison carcass. They were the last animals killed in the park's wolf control programs.

Ranchers had won the war against the wolf. Only in the northern woods of Wisconsin, Minnesota, and Michigan could the howl of native gray wolves be heard. The vast lands of the American West fell silent. The country had lost its greatest predator.

- () 15. The white man tried to kill the gray wolf because _____.
- (A) it attacked people
 - (B) it damaged the crops
 - (C) it was adored by the Indians
 - (D) it threatened the life of his livestock
- () 16. This passage was most likely written by someone who _____.
- (A) liked hunting wild animals
 - (B) made laws against the gray wolf
 - (C) advocated the protection of the gray wolf
 - (D) appreciated the gray wolf's hunting skills
- () 17. What was an important reason for the fast disappearance of the wolf?
- (A) The wolf could not have the cattle as food.
 - (B) The Indians killed the wolves for their skins.
 - (C) National park rangers killed most of the wolves.
 - (D) The government encouraged the killing of wolves.
- () 18. The Indians respected the wolf because it _____.
- (A) was good at hunting
 - (B) was good at disguising
 - (C) had beautiful skins and paws
 - (D) was an enemy to the white man

Passage 6—95 年指考 第 53 至 56 題為題組

Recently, Dr. Stuart Campbell of a private health center in London published some ultrasound images of unborn babies between 26 and 34 weeks. The smiles of the babies in the pictures greatly shocked the public and were widely circulated on the Internet.

For the past two years, the doctor has used the medical facility in the center and has offered state-of-the-art 3-D/4-D scanning services to expectant parents. He performs an average of 30 scans a week. His outspoken enthusiasm for this blessed technology is refreshing. “Parents love them,” he said. “I hear so many couples laughing when they see the pictures—it’s wonderful.”

How have pro-abortion activists reacted after seeing the happy, grinning photos of these unborn babies?

Anne Carp, a commentator for the *Guardian* who bills herself as a “medical sociologist,” says the photos are simply misleading, and ridicules the anti-abortion lobby for being “intoxicated with evidence of a fetus’ humanity.” Australian Birth Control Services medical director Geoff Brodie complained that the photos “will be picked up by those groups that use anything and everything to stop abortions but ignore the fact that women have a right to choice.”

In America, the pro-abortion lobby is having the same hostile reaction. It was bad enough when conventional 2-D sonograms revealed unborn hearts beating and blurry hands waving, but the abortionists are absolutely aghast over rapidly spreading access to 3-D/4-D ultrasound technology. A writer for the liberal *American Prospect* said that the new technology “blurred the distinction between a fetus and a newborn infant.”

Despite these strong reactions from the pro-abortionists, the right of life takes precedence over a woman’s right to choice. After all, nothing can be more persuasive than an unborn child’s beaming face.

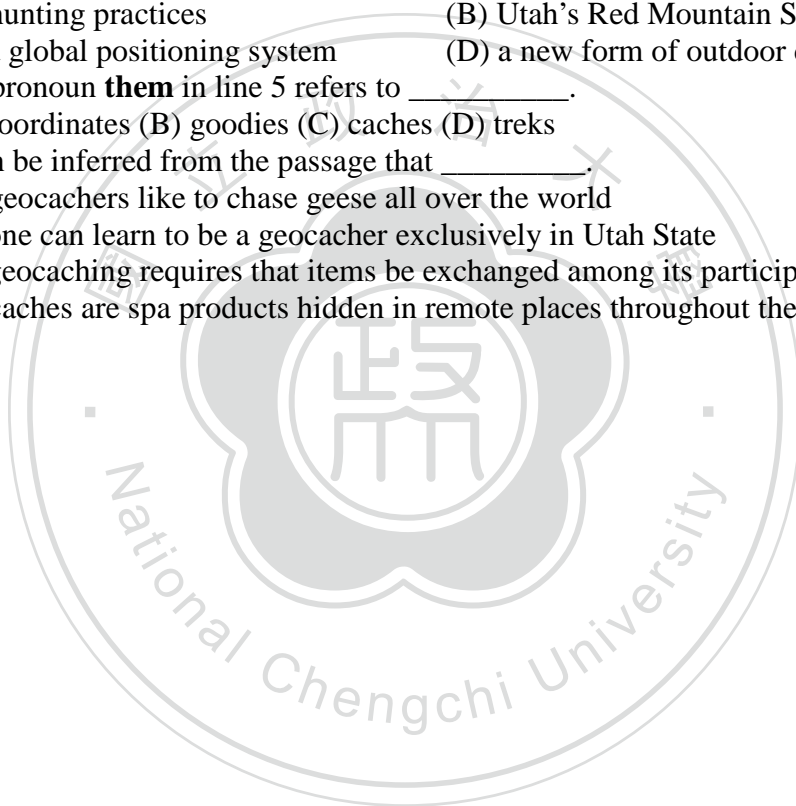
- () 19. What is the author’s attitude toward abortion?
 (A) For it. (B) Against it. (C) Neutral. (D) Indifferent.
- () 20. How have the pro-abortionists reacted to the photos of smiling unborn babies?
 (A) All with disbelief and scorn.
 (B) All with applause and appreciation.
 (C) Some with respect and some with scorn.
 (D) Some with applause and some with disappointment.
- () 21. Which of the following people is most likely an anti-abortionist?
 (A) Anne Carp. (B) Geoff Brodie.
 (C) Stuart Campbell. (D) A writer for the *American Prospect*.
- () 22. Which of the following statements can be inferred from the passage?
 (A) It is wrong for doctors to publish pictures of unborn babies.
 (B) For anti-abortionists a fetus is not the same as a living human being.
 (C) Everybody agrees that a woman can decide whether to abort or not.
 (D) Anti-abortionists are pleased with the ultrasound photos of unborn babies.

Passage 7—93 年指考

第 46 至 48 題為題組

These days, even a walk in the woods can be transformed into an “extreme” sport. Take “geocaching,” for example. Hikers looking for something a little different on their treks created a global hunting game, hiding “caches”—packs filled with goodies like CDs, photographs, and journals—in obscure places throughout the world. They then post the coordinates at www.geocaching.com, where other hikers can use **them**, along with a global positioning system (GPS), to join the worldwide goose chase. Geocaching works on an honor system: When a geocacher takes something, he leaves a cache of his own behind. Vacationers can get in on this trend at resorts like Utah’s Red Mountain Spa, where they can learn to use GPS and coordinates to find caches filled with spa products.

- () 23. This passage was written mainly to inform its readers about _____.
- (A) hunting practices (B) Utah’s Red Mountain Spa
(C) a global positioning system (D) a new form of outdoor ctivity
- () 24. The pronoun **them** in line 5 refers to _____.
- (A) coordinates (B) goodies (C) caches (D) treks
- () 25. It can be inferred from the passage that _____.
- (A) geocachers like to chase geese all over the world
(B) one can learn to be a geocacher exclusively in Utah State
(C) geocaching requires that items be exchanged among its participants
(D) caches are spa products hidden in remote places throughout the world



Appendix I

Question Types of Reading Comprehension Tests 1996 ~ 2011

I. The Main Idea Question Type

1. What is the **theme** of this passage? (88 推甄)
2. The **main idea** of this passage is _____.(88 日大)
3. The **main idea** of the poem is _____.(89 日大)
4. The **topic** of this passage could best be described as _____.(98 指考)
5. This passage **focuses on the topic** of _____.(88 日大)
6. The passage is **written mainly** to describe _____.(92 學測)
7. The passage was **written mainly** to _____.(92 指考)
8. This passage was **written mainly** to _____.(93 指考補考)
9. The passage is **mainly about** _____.(89 日大)
10. The passage is **mainly about** _____.(92 學測補考)
11. The passage is **mainly about** _____.(92 學測補考)
12. The passage is **mainly about** _____.(93 指考補考)
13. This article is **mainly about** _____.(93 學測)
14. The passage is **mainly about** _____.(95 學測)
15. Which statement best describes the **main idea** of this selection?(85 日大)
16. Which of the following best describes the life the author is leading? (98 學測)
17. What is the **main message** of the passage?(94 指考)
18. What is **the major message** the author is trying to convey to readers?
(92 學測補考)
19. What is paragraph 3 **mainly about**? (97 學測)
20. What is this article **mainly about**? (98 學測)
21. What is the article **mainly about**? (98 學測)
22. What is the second paragraph **mainly about**? (99 學測)
23. What is this passage **mainly about**? (100 指考)
24. What is the **main idea** of this passage?(92 指考)
25. What is the **main idea** of the passage? (92 學測補考)
26. What is the **main idea** of the passage? (96 學測)
27. What is the **main idea** of the passage? (97 學測)
28. What is the **main idea** of this passage? (93 指考補考)
29. What is the **main idea** of the 3rd paragraph? (98 指考)
30. What is the **main point** discussed in the third paragraph? (99 指考)
31. What is the **main idea** of the third paragraph? (99 學測)
32. What is the **main idea** of the passage? (100 學測)
33. What is the **main idea** of this passage? (100 學測)
34. What is the **main idea** of this passage? (100 指考)
35. What is the goal of Bekoji's school kids? (99 學測)
36. The most appropriate category for **the second paragraph** is _____.(94 指考)
37. The most appropriate category for **the third paragraph** is _____.(94 指考)
38. The most appropriate category for **the last paragraph** is _____.(94 指考)
39. This is a report about John Glenn after he _____.(88 推甄)
40. The author of this passage would like us to remember that _____.(90 學測)

41. The passage tries to **highlight the importance of** _____. (94 學測)
42. This passage shows that Anderson finally defeated racism in the U.S. by _____. (91 學測)
43. According to this passage, Daphne would like to _____. (90 學測)

II. The Best Title of the Article Question Type

1. What is the best title for this passage? (87 日大)
2. What is the best title for this article? (88 推甄)
3. Which is the best title for the passage? (89 推甄)
4. What is the best title for the passage? (92 學測)
5. What is the best title for this passage? (92 學測)
6. Which of the following is the best title for the article? (93 學測)
7. What is the best title for the passage? (97 指考)
8. What's the best title for this passage? (98 指考)
9. What is the best title for this passage? (100 學測)

III. The Source of the Passage Question Type

1. This passage most likely occurs as part of _____. (91 指考)
2. This passage is most likely taken from a _____. (92 指考)
3. This passage most likely appears in a _____. (93 指考)
4. This passage is most likely taken from a(n) _____. (94 學測)
5. This passage is most likely taken from a _____. (95 指考)
6. From which of the following is the passage LEAST likely to be taken? (99 學測)
7. According to the passage, where would the information about the free newspaper program in France most likely be seen? (99 指考)

IV. The Rhetorical Organization Question Type

1. According to the author, the second example is intended to _____. (88 推甄)

V. The Style/ Tone Question Type

1. The author's attitude toward bats appears to be _____. (85 日大)
2. The overall tone of this passage is one of _____. (88 日大)
3. The overall tone (attitude) of this passage is _____. (91 學測補考)
4. According to the author, what is the common view of those who have lost some weight first and gained it back later? (94 學測)
5. What is the author's attitude toward abortion? (95 指考)
6. What is the author's attitude towards blood diamonds? (96 指考)
7. What is RIAA's attitude towards students' illegal downloading behavior? (98 指考)
8. What is Mr. Schwarzenberg's attitude toward this program? (99 指考)
9. How did Deborah feel when she first hurt her knee? (100 學測)
10. Which of the following best describes the author's attitude toward the increase of PhDs in recent years? (100 指考)

VI. The Writing Purpose Question Type

1. What is the main purpose of this passage?(96 學測)
2. This passage is written mainly to _____.(91 指考)
3. What is the author of the passage trying to tell the readers? (91 指考)
4. What suggestion is given in this passage to protect bats from dying out? (85 日大)
5. This article about fantasy literature is intended _____.(91 學測)
6. This passage was written mainly to inform its readers about _____. (93 指考)
7. The main purpose of the passage is to _____.(94 學測)
8. What is the purpose of the article? (94 學測)
9. The purpose of this passage is to _____.(95學測)
10. What is the writer's main purpose for writing this passage? (95 學測)
11. What's the writer's purpose of writing this passage? (97 指考)
12. What is the main purpose of this article? (98 學測)
13. What's the writer's purpose of writing this passage? (98 指考)
14. The author's primary purpose in this passage is to _____.(92 學測)
15. The purpose for having a Take Our Daughters to Work Day is _____.(98 指考)

VII. The Conclusion Question Type

1. What is the moral of this story?(89 日大)
2. What is the moral of this story?(91 指考)
3. What do we learn from this passage?(96 學測)
4. From the passage, we learn that _____.(92 學測補考)
5. Which of the following can be concluded from the passage? (99 指考)

VIII. The Inference Question Type

1. **Where** was the poet? (89 推甄)
2. **What** was Shaw trying to say to Churchill on his card? (89 推甄)
3. **Why** did the author ask his friends to count from one to twenty? (89 推甄)
4. **Why** did the author leave the room in the middle of the evening? (89 推甄)
5. **Why** didn't Churchill want the tickets for the first night? (89 推甄)
6. **Why** did Ali take Nasreddin's words that his pot had a baby? (89 推甄)
7. Nasreddin gave Ali an extra small pot in the beginning **because** _____.(89 推甄)
8. **How** did his friends react when the author told them what he had done? (89 推甄)
9. **Which** of the following statements is **FALSE** about the island of Kauai? (88 推甄)
10. Which of the following is **most likely true** about the poet? (89 推甄)
11. Which of the following statements can be **inferred** from the article? (92 學測補考)
12. Which of the following statements **can be inferred from** the passage? (95 學測)
13. Which of the following statements **can be inferred from** the passage? (95 指考)
14. Which of the following best characterizes how Carnegie managed his business? (96 指考)
15. Which of the following is practiced in the author's company? (98 學測)
16. Which of the following is **true** about Slim-Fast? (98 學測)
17. Which of the following **can be inferred** about the presidential coins?(99 指考)
18. Which of the following factors **might affect** Dr. Begall's research result? (98 學測)
19. Which of the following people is **most likely** an anti-abortionist? (95 指考)

20. Which of the following can be **inferred** about the presidential coins? (99 指考)
21. Which of the following can be **inferred** from the passage? (100 指考)
22. Which of the following may be **inferred** from the third paragraph? (100 指考)
23. What can we **infer** from Martin Higgs' remark at the end of the passage?
(93 指考補考)
24. What can be **inferred** about the author? (94 學測)
25. What can we **infer** from the last sentence in the passage?(92 指考)
26. **What was the reaction** of the audience to Dr. Thompson's speech? (94 指考)
27. What can be **inferred** from the second paragraph of this passage? (96 指考)
28. **What is most likely** the reason why Lego still remains popular? (97 指考)
29. What is **true** about Maggie? (98 學測)
30. What can be **inferred** from the passage? (98 指考)
31. What can be **inferred** from the passage? (98 指考)
32. What can be **inferred** from this passage? (99 學測)
33. What can be **inferred** about the elephant's behavior from this passage?
(100 學測)
34. **It can be inferred that** Ali had _____ at the end of the story. (89 推甄)
35. **It can be inferred** from the passage that Hilfiger _____.(92 學測)
36. It can be **inferred** from the passage that a younger child is more likely to be
a good _____.(92 學測補考)
37. It can be **inferred** from the passage that _____.(93 指考)
38. **It can be inferred that** today's language learning laboratories owe their
success mainly to the introduction of _____.(93 指考補考)
39. **We may infer** from the article that Dumas _____.(90 學測)
40. **We may infer** from the passage that the author is a(n) _____.(92 學測)
41. Regarding the first example, which of the following is **FALSE**? (88 推甄)
42. According to the passage, death is not the end of life, but rather _____.
(88 推甄)
43. According to the passage, Martin Higgs is _____.(93 指考補考)
44. According to the passage, how tall will the Dubai Tower be? (94 指考)
45. According to the passage, what may be **the author's advice** to a doctor
before a surgery? (97 學測)
46. The passage indicates that dead mail auctions are held _____.(89 推甄)
47. This passage **was most likely written by** someone who _____.(95 指考)
48. The expression "constantly on the move" in the passage refers to the fact that
_____.(92 學測)
49. If one travels across three time zones, he needs about _____ hours
to get over his jet lag problem. (94 學測)
50. Given the present state of robot technology, scientists' dreams about robots
_____.(90 日大聯招)
51. From the passage, it can be **inferred** that _____. (91 指考)
52. In the **opinion** of the father, complaining _____.(86 日大)
53. No matter what happened to the woman who owned the shoe, _____.(90 學測)

IX. The Detail Question Type 【問人、事、時、地、物】

【Who, When, Where, Why, How, Which, What】

1. **Who** wrote the book about Native Americans' view of death? (93 學測)
2. **Who** wrote the book which shows that money is not the only way to measure wealth?(93 學測)
3. **When** do Norwegian neighbors consider you a friend of theirs? (86 日大)
4. **When** the person you call is not home, what should you do if there is an answering machine? (86 日大)
5. **When** did Carnegie begin to show his interest in artistic and intellectual pursuit? (96 指考)
6. **When** did the Lego brick become as a creative form of toy? (97 指考)
7. **When** was the first nest of the red ant found in the United States? (94 學測)
8. **Where** is Eleanor's letter sent to? (98 學測)
9. **Where** will the world's first green airport be built? (98 學測)

【Cause-effect】

10. **Why** does the author persuade parents to read stories to children? (87 日大)
11. **Why** is the new tower made of wood? (87 推甄)
12. **Why** is Paris building a new Eiffel Tower? (87 推甄)
13. **Why** did the couple go to see the Buddha? (89 日大)
14. **Why** did Alfred say, "I'm 15 minutes older than him, but now I'm younger **because of** my heart" ? (93 學測)
15. **Why** are hard candies especially bad for teeth?(96 學測)
16. **Why** do girls express negative feelings better than boys? (96 學測)
17. **Why** did Andrew Carnegie move to the United States?(96 指考)
18. **Why** are diamonds from some areas called "blood diamonds"? (96 指考)
19. **Why** did the writer suffer from anorexia nervosa?(97 指考)
20. **Why** couldn't the researchers get the answer to their research questions? (98 學測)
21. **Why** do howler monkeys howl? (97 學測)
22. **Why** did the howler monkeys in Belize howl less often? (97 學測)
23. **Why** do the keepers at the sanctuary use recorded howls? (97 學測)
24. **Why** is ice sculpting difficult? (97 學測)
25. **Why** did ancient Greeks like to wear curls and locks? (98 指考)
26. **Why** are women underrepresented in some fields such as technology? (98 指考)
27. **Why** did ancient Greeks like to wear curls and locks? (98 指考)
28. **Why** is community service important in a time of recession? (98 指考)
29. **Why** is it common for students to download copyrighted music? (98 指考)
30. **Why** did the Mint issue the US \$1 coins? (99 指考)
31. **Why** is Kopi Lowak expensive? (99 指考)
32. **Why** has Grass been praised as "the conscience of the nation"? (99 指考)
33. **Why** was Grass's trip to Italy important to him? (99 指考)
34. **Why** do redwood trees grow to live that long according to the passage? (100 學測)
35. **Why** were redwood trees more prominent in the forests of North America millions of years ago? (100 學測)
36. **Why** do some people prefer using dogs than pigs in search of truffles? (100 指考)

37. Many women are more observant than men, **because** _____. (85 日大)
38. Students at International Falls are not always happy about the cold weather, **because** _____. (85 日大)
39. The father wants to give his son/daughter some advice, **because** _____. (86 日大)
40. Robot Redford's speech was discussed in this article mainly **because** _____. (87 推甄)
41. The young couple were unable to find the mustard seeds **because** _____. (89 日大)
42. Miss Neumann likes her job **because** _____. (90 日大)
43. Miss Neumann isn't a typical teacher, **because of** the following reasons EXCEPT _____. (90 日大)
44. Household-chore robots are still inferior to conventional appliances, **because** _____. (90 日大)
45. Miss Neumann's students are sometimes excused from school **because** _____. (90 日大聯招)
46. Zoe was trucked to an elephant orphanage **because** _____. (90 學測)
47. The ordinary woman's leather shoe is considered unusual **because** _____. (90 學測)
48. Superman, Peter Pan, and Harry Potter have charmed many people, **because** _____. (91 學測)
49. David Smith refers to himself as having been "a clothes addict," **because** _____. (91 學測)
50. David Smith wears casual clothes now, **because** _____. (91 學測)
51. Queen Victoria wrote her letters on white paper edged in black **because** _____. (91 指考)
52. The soybean helps to keep cholesterol down mainly **because** it contains _____. (92 學測補考)
53. The white man tried to kill the gray wolf **because** _____. (95 指考)
54. The Indians respected the wolf **because** it _____. (95 指考)
55. A parachute needs to be opened **because** it can _____. (95 學測)
56. TOD was criticized **because** some people _____. (98 指考)
57. **The main reason for** holding the summer school was _____. (87 推甄)
58. According to Dom, **the main reason for** the accident was that _____. (91 學測)
59. In the early 1600s, tea was introduced to Europe **due to** _____. (95 學測)
60. **The results** of the survey show that _____. (91 學測補考)
61. Some companies have begun to produce robots for doing household chores **as a result of** _____. (90 日大)
62. **How** did the author have the conversation recorded? (89 推甄)
63. **How** did the volunteers learn to expect different levels of heat? (97 學測)
64. **How** did Carnegie handle his fortune after his retirement? (96 指考)
65. **How** have the pro-abortionists reacted to the photos of smiling unborn babies? (95 指考)
66. **How** has the Going-to-the-Sun Road influenced the way people experience the Glacier National Park? (97 學測)
67. **How** did women in the 1960s use hair to show objection? (98 指考)
68. **How** do home exchangers normally begin their communication? (99 學測)
69. **How** did the elephants react to smell in the study? (100 學測)

【How many/How much】

70. **How many** ways of word-formation are mentioned in the article? (89 日大)
 71. **How much** money do sales of rap music and videos together make each year? (92 學測)
 72. According to the passage, **how many** space flights has Glenn taken? (88 推甄)
 73. According to the report, **how many** presidential US \$1 coins were scheduled to be released by the end of 2007 altogether? (99 指考)

【Which】

74. **Which** of the following is NOT a reason for the decreasing of orangutans in Indonesia? (87 日大)
 75. **Which** of the following statements does the author argue against? (88 日大)
 76. **Which** of the following is NOT a preventive measure? (88 日大)
 77. **Which** of the following is NOT a function of tears? (89 日大)
 78. **Which** of the following statements can be supported by the passage? (87 推甄)
 79. **Which** of the following activities was NOT planned by the father for his children's summer education? (87 推甄)
 80. **Which** of the following is NOT an advantage of the digital camera over the film camera? (91 學測補考)
 81. **Which** book is the thickest? (93 學測)
 82. **Which** book is published in 1990? (93 學測)
 83. **Which** of the following statements is explicitly mentioned in the passage? (92 學測補考)
 84. **Which** of the following is mentioned by Dr. Petley as one factor leading to the collapse of buildings when earthquakes strike Taiwan? (93 指考補考)
 85. **Which** of the following can be regarded as one of the "expected improvements" in the second paragraph? (93 指考補考)
 86. **Which** of the following is true about public television stations? (96 學測)
 87. **Which** of the following is true about Jay McCarroll? (96 學測)
 88. **Which** of the following statements is true about the process of sculpting ice? (97 學測)
 89. **Which** of the following are most likely AD/HD patients? (96 指考)
 90. **Which** of the following groups will eat more balanced meals? (98 學測)
 91. **Which** of the following has the highest percentage of viewers? (96 學測)
 92. **Which** of the following does the author believe? (96 學測)
 93. **Which** of the following statements is true, according to the passage? (99 指考)
 94. **Which** of the following correctly characterizes Grass's poems, according to the passage? (99 指考)
 95. **Which** of the following statements is true according to the passage? (100 學測)
 96. **Which** of the following is a function of the tree bark as mentioned in the passage? (100 學測)
 97. **Which** of the following is mentioned as an alternative to replace animal experiments? (100 指考)
 98. **Which** part of the web is used for supporting the web itself? (100 指考)
 99. In **which** country did the modern practice of granting doctoral degrees start? (100 指考)

【True or False】 true/NOT true/false

100. **Which** of the following statements is NOT true? (87 推甄)
101. **Which** of the following statements is NOT true? (88 推甄)
102. **Which** of the following statements is TRUE? (88 推甄)
103. **Which** of the following is TRUE according to the first example? (88 推甄)
104. **Which** of the following statements about the story is **TRUE**? (91 指考)
105. **Which** of the following statements is FALSE about the island of Kauai?
(88 推甄)
106. **Which** of the following statements about Alexander Dumas is FALSE? (90 學測)
107. **Which** of the following statements about tall tales is NOT TRUE? (91 學測補考)
108. **Which** of the following is NOT TRUE about film cameras? (91 學測補考)
109. **Which** of the following is NOT true? (89 日大)
110. **Which** of the following is **NOT true** according to the passage? (92 學測補考)
111. **Which** of the following statements about fireflies is true? (93 學測)
112. **Which** of the following statements about Queen Victoria is **NOT** true
according to the passage? (91 指考)
113. **Which** of the following is TRUE according to the article? (94 學測)
114. **Which** of the following is true of the Dubai Tower? (94 指考)
115. **Which** of the following is **TRUE** according to the passage? (95 學測)
116. **Which** of the following is true about the pulses of heat in the study? (97 學測)
117. **Which** of the following is true about the name Lego? (97 指考)
118. **Which** of the following statements is true about the writer? (97 指考)
119. **Which** of the following is **true** according to the passage? (98 指考)
120. **Which** of the following is true about Bekoji? (99 學測)
121. **Which** of the following descriptions of wetas is accurate? (99 學測)
122. **Which** of the following statements is true? (99 學測)
123. **Which** of the following statements is true? (100 指考)
124. **Which** of the following statements is true about animals used in the lab? (100 指考)
125. According to this passage, **which** of the following statements is true? (85 日大)
126. According to this passage, **which** of the following statements is true? (85 日大)
127. According to this passage, **which** of the following statements is not true? (85 日大)
128. According to this passage, **which** of the following statements is FALSE? (91 學測)
129. According to this passage, **which** of the following statements is TRUE? (91 學測)
130. According to the passage, **which** of the following statements is true? (92 學測)
131. According to the passage, **which** of the following statements is **true**? (92 學測)
132. According to the article, **which** of the following is TRUE about medicines
for colds? (91 學測補考)
133. According to the passage, **which** of the following statements is true? (92 學測補考)
134. According to the passage, **which** of the following statements is true about
Robot Aibo? (93 指考)
135. According to the passage, **which** of the following is **NOT true** after language
laboratories were first introduced? (93 指考補考)
136. According to the passage, **which** of the following is TRUE about tea
preparation? (95 學測)
137. According to the passage, **which** of the following is **TRUE** for bilingual

people? (95 學測)

138. According to the passage, **which** of the following is **NOT true**? (95 學測)
 139. According to the passage, **which** of the following is **true** of tannins? (96 學測)
 140. According to the passage, **which** statement is true about the silk threads?
 (100 指考)
 141. Regarding the first example, **which** of the following is FALSE? (88 推甄)
 142. Based on this passage, **which** of the following statements is **NOT TRUE**?
 (88 日大)
 143. Based on this passage, **which** of the following is **TURE**? (88 日大)

【Which of the following is NOT mentioned/ discussed/ EXCEPT】

144. **Which** of the following is **NOT mentioned** as a way to deal with dead mail?
 (89 推甄)
 145. **Which** of the following is **NOT mentioned** in the passage as one of the problems that visitors might find in Bangkok? (92 指考)
 146. **Which** of the following is **NOT mentioned** as one of the “countries of origin” in the article? (93 學測)
 147. **Which** topic was **NOT mentioned** in the doctor’s speech? (94 指考)
 148. **Which** of the following is NOT a reason for the Japanese to use more packaging? (95 指考)
 149. **Which** of the following is **NOT recommended** for clothing by Jay McCarroll?
 (96 學測)
 150. **Which** of the following is **NOT mentioned** as a factor for the excellence of _____ (99 學測)
 151. The author feels that he or she is **NOT** _____. (88 日大)
 152. A language is a living thing in many ways **EXCEPT** _____. (89 日大)
 153. Distraction techniques have long been used by the following people **EXCEPT** _____. (90 日大)
 154. People enter the world of fantasy for the following reasons **EXCEPT** that _____. (91 學測)
 155. In this passage, the following advantages of casual office wear are mentioned **EXCEPT** _____. (91 學測)
 156. All of the following characteristics **EXCEPT** _____ can be used to properly describe Queen Victoria. (91 指考)
 157. **Which** of the following is **NOT discussed** in the passage? (100 學測)

【What】

158. **What** is the rainfall condition of Kauai? (88 推甄)
 159. **What** is Kauai famous for? (88 推甄)
 160. **What** did people think of magic before 1800? (92 學測)
 161. **What** did Alfred and Anthony think caused their heart problems? (93 學測)
 162. **What** kinds of problems can the red ant cause? (94 學測)
 163. **What** is recommended in the passage to deal with theft and damage concerns?
 (99 學測)
 164. In **what** way are high school proms significant to American teenagers? (99 學測)
 165. **What** can we infer from William Warren’s comment on Bangkok at the

- end of the passage? (92 指考)
166. **What** did Michael Jackson do at Berlin Zoo that caught people's attention?
(92 指考)
167. **What** is one important finding of Barnett's experiment on bag-matching and flight schedules? (92 指考)
168. **What reason** do the major museums provide for not handing back the ancient objects? (93 學測)
169. **What** did Alfred and Anthony have in common? (93 學測)
170. **What** does the word "everything" in paragraph 2 mean? (94 學測)
171. **What** was Bam most famous for? (94 學測)
172. **What** was an important **reason** for the fast disappearance of the wolf? (95 指考)
173. **What** is the cause of AD/HD? (96 指考)
174. **What** is PBS most famous for? (96 學測)
175. **What** is the first thing to do if your child is suspected of AD/HD? (96 指考)
176. **What** is the **major** task of the KPCS? (96 指考)
177. **What** made it necessary to build a road through the Glacier National Park? (97 學測)
178. **What is special** about the Waterton-Glacier International Peace Park? (97 學測)
179. **What kind** of ice is ideal for sculpting? (97 學測)
180. **What** happened to the territorial lines drawn in Africa by the Europeans? (97 指考)
181. **What** does the author think to be a **reason** for conflicts among the Africans?
(97 指考)
182. **What** is **true** about the Galápagos Islands? (98 學測)
183. **What** does Mike mean by saying that "the threat was just a scare tactic"? (98 指考)
184. **What** is recommended in the passage to deal with theft and damage concerns?
(99 學測)
185. **What** may you find on the heads side of the new US \$1 coin? (99 指考)
186. **What** caused Grass to feel confused and troubled when he was young? (99 指考)
187. **What** is true about fixing your eyes on a person when you first meet him/her?
(100 學測)
188. **What** is true about Deborah Duffey? (100 學測)
189. **What** was the new light that Deborah saw in her life? (100 學測)
190. **What** usually happens to unsuccessful animal experiments? (100 指考)
191. **What** is the best way to enjoy truffles as a delicacy? (100 指考)
192. According to this passage, the expression "women's intuition" can be better explained in terms of _____. (85 日大)
193. According to this passage, **which** of the following is one of science's limitations?
(87 日大)
194. According to the article, **which** of the following is unique to humans? (89 日大)
195. According to this passage, the way the lobster produces sound is _____. (90 日大)
196. According to the passage, **which** of the following is NOT used in health spas?
(92 學測)
197. According to the passage, **which** of the following places is the **LAST CHOICE** for a visitor who wishes to explore modern Krung Thep? (92 指考)
198. According to the passage, **which** of following is a positive effect of stress?

(95 學測)

199. According to the passage, **which** of following is the most popular tea around the world? (95 學測)
200. According to the passage, **which** of the following is a better choice for Halloween treats? (96 學測)
201. According to the passage, **which** of the following is true about howler monkeys? (97 學測)
202. According to the passage, **which** of the following statements is true? (99 學測)
203. According to the passage, **which** of the following statements is true about Kamba and Maasai people? (100 學測)
204. According to the passage, **what** gave rise to alternative proms? (99 學測)
205. According to the father, wisdom enables one to _____. (86 日大)
206. According to this passage, the lobster sheds its shell _____. (90 日大)
207. According to this passage, fires in Indonesia _____. (87 日大)
208. According to this passage, the job of an architect is to _____. (87 日大)
209. According to this passage, reading stories is _____. (87 日大)
210. According to the author, intuitive thinking is something that _____. (87 日大)
211. The author criticizes _____. (87 日大)
212. According to this passage, many people tend to _____. (88 日大)
213. According to this passage, many soldiers fell ill because _____. (88 日大)
214. According to the passage, human beings may have originated in _____. (89 日大)
215. According to this passage, mass production of potato chips was made possible when _____. (90 學測)
216. According to this passage, many people who went to Alaska _____. (90 學測)
217. According to the passage, German police could take action against Michael Jackson only when _____. (92 指考)
218. According to the passage, Pan Am Flight 103, Air India Flight 182, and UTA Flight 772 were similar in that _____. (92 指考)
219. According to the passage, **how** can Cindy “see”? (93 指考)
220. According to the passage, **why** was Wright NOT enthusiastic about building the Guggenheim Museum in New York City? (93 指考)
221. According to the passage, the first child tends to be _____. (92 學測補考)
222. According to this passage, folk tales _____. (91 學測補考)
223. According to this passage, many people now collect athletes’ and VIPs’ signatures _____. (91 學測補考)
224. According to the survey, most Taiwanese believe that _____. (91 學測補考)
225. According to this passage, the American households using digital cameras will increase if _____. (91 學測補考)
226. According to this article, digital cameras nowadays **are used mainly by** _____. (91 學測補考)
227. According to this article, PBS received part of its funding from _____. (96 學測)
228. According to Mayor Tiberi, Paris will be decorated mostly by _____. (91 學測)
229. According to this passage, **what** did Marian Anderson do between 1917 and 1929? (91 學測)
230. According to this passage, planting trees near patients’ windows _____. (90 日大)

231. According to this passage, the cook of the Moon Lake Restaurant _____.(90 學測)
232. According to the passage, **NEITHER** flashlight fish **NOR** fireflies send out light to _____.(93 學測)
233. In ancient Greece, **what** did the priests do to show people they had unusual power? (92 學測)
234. **In what way** are high school proms significant to American teenagers? (99 學測)
235. To make friends with Norwegians, **what kind of** gift can best show your sincerity? (86 日大)

【Defining】

236. In which paragraph can the definition of bag-matching be found? (92 指考)
237. **Which** of the following is **one of the reasons** that airlines were unwilling to implement bag-matching on their flights? (92 指考)

【Aim/ Goal】

238. The staff in a dead mail office may open a package **in order to** find _____. (89 推甄)
239. The lobster produces the sound **in order to** _____.(90 日大)
240. The use of natural sounds and beautiful scenery in medical treatment is **for the purpose of** _____.(90 日大)
241. Most of the robots found on the market now **are mainly for** _____.(90 日大)
242. The Canadian government made gold seekers bring one year's supplies with them **so that** _____.(90 學測)
243. **The main purpose** for building the Dubai Tower is _____. (94 指考)

【Counting】

244. The passage indicates that dead mail auctions are held _____.(89 推甄)
245. **How long** had Tim and Dom been at sea when their boat was hit by a fishing boat? (91 學測)
246. **Which** of the following statements is true? (92 學測)
247. **Which** of the following is CORRECT about the earthquake in Bam? (94 學測)
248. **Which** of the following is true in describing the popularity of Lego? (97 指考)

【Other Details in the Text】

249. The father says that being an early bird makes one _____.(86 日大)
250. The significance of a building **can be** found in its _____.(87 日大)
251. The three books mentioned in the first paragraph of this passage were _____. (87 日大)
252. The author recommends that we should _____.(87 日大)
253. The author thinks that in the modern world _____.(87 日大)
254. The author thinks that a better way to train a dog is: _____.(88 日大)
255. This passage tells you something about good manners for _____.(86 日大)
256. This passage points out that Wearing _____.(88 日大)
257. This passage states that a bookseller's main concern about a book is its _____. (88 日大)
258. The group of patients receiving only painkillers without natural sounds and

- sights _____.(90 日大)
- 259.The greatest tragedy of Wearing’s illness is that he can no longer _____.(88 日大)
- 260.The Buddha told the couple to find the mustard seeds from _____.(89 日大)
- 261.The setting of the poem is in _____.(89 日大)
- 262.The two cities compete for the title of ”the Nation’s Icebox,” because _____
(85 日大)
- 263.The elephant orphanage is _____.(90 學測)
- 264.The language center in the brain that is believed to control speech production
is called _____. (95 學測)
- 265.Potato chips have been popular in the U.S. _____.(90 學測)
- 266.Dom said that the most important thing in this accident was _____.(91 學測)
- 267.In Taiwan now, it is generally more convenient to get in touch with people by
_____.(86 日大)
- 268.In the poem, which of the following words was used to rhyme with “rain”?
(89 日大)
- 269.In the study, the subjects were placed inside the MRI scanner to _____.(95 學測)
- 270.Soapy _____.(91 指考)
- 271.One benefit of the Robomower is that _____.(90 日大)
- 272.Alexander Dumas’s novels _____.(90 學測)
- 273.Anderson’s beautiful voice was first recognized _____.(91 學測)
- 274.At Tsavo National Park, Zoe has been _____.(90 學測)
- 275.Doctor medicine _____.(92 學測)
- 276.Flashlight fish in the Red Sea give out light at night _____.(93 學測)
- 277.Boll _____.(91 指考)Amai _____.(91 指考)
- 278.Boll’s wife _____.(91 指考)
- 279.The Guggenheim Museum was built _____.(93 指考)
- 280.We can learn from the passage that the Guggenheim Museum is located _____.
(93 指考)
- 281.The use of baked mud for buildings explains _____. (94 學測)
- 282.A traveler who suffers from jet lag has problems in _____. (94 學測)
- 283.A person may suffer the most serious case of jet lag when he takes a _____
journey. (94 學測)
- 284.One major advantage of the soybean as a food source is that _____.
(92 學測補考)
- 285.Dioxin is produced _____.(92 學測補考)
- 286.Folk tales are usually the stories of _____.(91 學測補考)
- 287.In the past, the signatures of athletes and VIPs _____.(91 學測補考)
- 288.Recently a health survey was carried out in Taiwan to determine _____.
(91 學測補考)
- 289.With a digital camera, it is necessary to _____.(91 學測補考)
- 290.Architecture and society _____. (87 日大)
- 291.Toscanini thought that Marian Anderson _____.(91 學測)

X. The Bold word Question Type

1. Interesting” in the last sentence means that the cake _____.(86 日大)
2. As used in the passage, “navigation” clearly means _____.(87 推甄)
3. What is “the banks of the **Seine**” mentioned in the passage? (87 推甄)
4. Why does the report say that the figure of Glenn’s second parade was “inflated”? (88 推甄)
5. The word “*sandwich*” came from _____.(89 日大)
6. The word **mourned** here means _____.(91 指考)
7. What does “precautionary measure” mean in the passage??(92 指考)
8. What does “**the world**” mean in “**show the world to the world**”? (93 學測)
9. Which of the following words from the passage is closest in meaning to “surge”? (93 指考補考)
10. The word “seismologists” in the second paragraph most likely means “experts on _____”. (93 指考補考)
11. The word **upset** in the last paragraph means _____.(94 指考)
12. What does “**had them on the edge of their seats**” mean in the last sentence of the passage? (94 指考)
13. The underlined word **ulcer** in the second paragraph refers to a *particular* kind of _____.(95 學測)
14. The underlined word **conduct** in the first paragraph is closest in meaning to _____.(95 學測)
15. The word “**shelf-mates**” in the second paragraph most likely refers to _____.(95 指考)
16. What does “**a new chapter**” in line 2, paragraph 1 mean?(96 學測)
17. What does the phrase “**cling to**” in the first paragraph mean? (96 學測)
18. What does “**an engineering feat**” mean? (97 學測)
19. What is “**anorexia nervosa**” as mentioned in the first paragraph? (97 指考)
20. What does **erratic** in the last sentence imply? (98 學測)
21. What does **the project** in the second paragraph refer to? (98 學測)
22. Which of the following is closest in meaning to “bills” in the second paragraph? (99 學測)
23. What does a “**fairy ring**” in the last paragraph refer to? (100 學測)
24. Which of the following words is closest in meaning to “**churned out**” in the second paragraph? (100 指考)

XI. The Reference Question Type

1. Who does **he** in line 2, paragraph 3 refer to? (91 指考)
2. What does the “it” in the last paragraph refer to?(92 學測補考)
3. The pronoun **he** (*he could be...*) in the last paragraph most likely refers to _____.(92 指考)
4. The pronoun **them** in line 5 refers to _____. (93 指考)
5. The pronoun **it** in the fourth paragraph most likely refers to _____. (93 指考)
6. Which of the following is the most appropriate interpretation of “**its**” in the last paragraph? (99 學測)
7. What does “**This**” in the second paragraph refer to?(99 指考)
8. What does the word “**so**” in the first paragraph refer to? (100 指考)

Appendix J

Questionnaire II—Response to Reading Strategy and FD/FI Learning Style Instruction

閱讀策略及場地獨立/場地依賴學習風格教學回饋問卷

本問卷採不記名方式，僅供老師作為教學參考之用。

選擇題請勾答，問答題請在五個句子範圍內答畢，謝謝同學您的合作!

一、有關閱讀策略部分

1. 我覺得本學期的閱讀策略教學，對於篇章組織的理解與學習
1.有幫助 2.沒幫助 3.沒意見
2. 我覺得閱讀策略教學，對於篇章內容的理解與學習
1.有幫助 2.沒幫助 3.沒意見
3. 我覺得閱讀策略教學，對於段落組織的理解與學習
1.有幫助 2.沒幫助 3.沒意見
4. 我覺得閱讀策略教學，對於段落內容的理解與學習
1.有幫助 2.沒幫助 3.沒意見
5. 我覺得閱讀策略教學，對於作者的寫作技巧的理解與學習
1.有幫助 2.沒幫助 3.沒意見
6. 我對下列閱讀策略教學感到較實用部份為:(可複選)
 - (1)有關篇章組織方面
 - Q1引言段/主要論述段/結論段
 - Q2段與段之間的銜接關係(篇章的連貫性)
 - (2)有關篇章內容方面
 - Q3文章的標題、副標題及圖案、圖表
 - Q4第一段的每一句話，特別是有關主旨的陳述
 - Q5最後一段的每一句話
 - (3)有關段落組織方面
 - Q6中間各段的主題句
 - Q7支撐句的可能發展模式為:時間先後順序模式、方位順序模式，以及邏輯順序模式等
 - Q8留意緊鄰的句與句之間(上下句)的銜接關係(句法的連貫性)
 - Q9結論句是否為呼應各段主題句之陳述
 - (4)有關段落內容方面—文章具體細節
 - 敘述文 Q10時間先後順序或事件發生過程
 - Q11人物、事件、時間、地點、事物、如何發生及為何發生
 - 描寫文 Q12方位順序
 - 說明文/論說文 Q13增加
 - Q14因果關係(原因、結果)
 - Q15條件
 - Q16目的
 - Q17比較或對照
 - Q18例外或特殊之處

Q19原級、比較級或最高級

Q20讓步

Q21下定義

Q22舉例

Q23列舉

Q24分類

Q25說明/解釋/換言之

Q26邏輯順序/依重要性順序

有關文章其它的細節方面 Q27數字

Q28同位語

Q29特殊體例

Q30倒裝句

Q31加強語氣

Q32特殊字或片語

Q33指涉現象

(5)有關作者寫作技巧方面 Q34如何撰寫第一段

Q35作者提供什麼細節或證據以支持其主要論述

Q36如何撰寫最後一段

Q37文章結論、啟示與教訓

Q38寫作目的

Q39作者如何表達其態度、立場或觀點

Q40文章的可能來源及出處

7. 我對下列閱讀策略教學感到**較困難**的部份為:(無困難者免填)(可複選)

(1)有關篇章組織方面

Q1引言段/主要論述段/結論段

Q2段與段之間的銜接關係(篇章的連貫性)

(2)有關篇章內容方面

Q3文章的標題、副標題及圖案、圖表

Q4第一段的每一句話，特別是有關主旨的陳述

Q5最後一段的每一句話

(3)有關段落組織方面

Q6中間各段的主題句

Q7支撐句的可能發展模式為:時間先後順序模式、方位順序模式，
以及邏輯順序模式等

Q8留意緊鄰的句與句之間(上下句)的銜接關係(句法的連貫性)

Q9結論句是否為呼應各段主題句之陳述

(4)有關段落內容方面—文章具體細節

敘述文 Q10時間先後順序或事件發生過程

Q11人物、事件、時間、地點、事物、如何發生及為何發生

描寫文 Q12方位順序

說明文/論說文 Q13增加

Q14因果關係(原因、結果)

Q15條件

Q16目的

- Q17□比較或對照
 Q18□例外或特殊之處
 Q19□原級、比較級或最高級
 Q20□讓步
 Q21□下定義
 Q22□舉例
 Q23□列舉
 Q24□分類
 Q25□說明/解釋/換言之
 Q26□邏輯順序/依重要性順序

有關文章其它的細節方面 Q27□數字

- Q28□同位語
 Q29□特殊體例
 Q30□倒裝句
 Q31□加強語氣
 Q32□特殊字或片語
 Q33□指涉現象

(5)有關作者寫作技巧方面 Q34□如何撰寫第一段

- Q35□作者提供什麼細節或證據以支持其主要論述
 Q36□如何撰寫最後一段
 Q37□文章結論、啟示與教訓
 Q38□寫作目的
 Q39□作者如何表達其態度、立場或觀點
 Q40□文章的可能來源及出處

8. 我對本學期所教授的閱讀策略教學感到:
1.很喜歡 2.還算喜歡 3.不太喜歡 4.很不喜歡 5.沒有意見
9. 我覺得本學期的閱讀策略教學，對於英文的閱讀理解、學習及閱讀測驗的解題
1.有幫助 2.沒幫助 3.沒意見
 若有幫助，在那些方面有幫助:_____
- _____
- 若是沒有幫助，理由是_____
- _____
10. 我覺得本學期的閱讀策略教學，對於英文作文
1.有幫助 2.沒幫助 3.沒意見
 若有幫助，在那些方面有幫助:_____
- _____
- 若是沒有幫助，理由是_____
- _____
11. 我會建議老師在英文課中給予更多機會以充分熟悉此閱讀策略
1.是 2.否 3.沒意見

二、有關學習風格部分

場地依賴(FD)與場地獨立(FI)學習風格之比較與建議

(一)場地依賴[Field Dependence (FD)]

需要可以社交的學習環境、希望老師給予清楚、明確的指導及大量的舉例說明、多給予正面或負面的意見與回饋，較適合和同學互相討論、分享的合作學習(分組研究、小組討論)；較喜歡群聚的團體，有較好的人際關係，缺點是因此而很容易受周圍環境的影響，當然學習情緒也就相對的較易受周遭同學的感染(好就很好，不好就完全不把學習當一回事)。所以，只要能克服外界的干擾(例如：不邊讀書邊聽音樂)，多多尋求良師益友(與別人一起學習、分享及討論，或找班上成績較好的同學借筆記，參考一下他們怎麼做筆記的方式，再不然也可以到圖書館借閱相關書籍，仔細聽聽別人或看看別人是怎麼讀好書的訣竅與“撇步”，想辦法施展“吸星大法”，從別人身上學本事，應該就會有不錯的成績)。另外，場地依賴學習風格的同學在學習上不喜歡太過複雜的內容，希望愈簡單愈好；喜歡採用“掌握概念”的學習法，喜歡只抓重點來讀，最好是老師直接幫你整理好重點。因之，缺點就是抓大漏小，“大”是指概念，而這“小”指的就是細節，偏偏這“小細節”卻常常是考試中最喜歡考的地方。可想而知，在以成績為主的學校課業表現上，場地依賴學習風格的你們自然比較吃虧。改進之道就是找出自己的學習目標，隨時提醒自己，讀書不可以總是像蜻蜓點水般老是淺嘗即止就算了，或者太過大而化之：「這樣就很好了，這樣就可以了」的想法，常常讓你們只是點到為止，不去追根究底，而給人有隨便交差應付了事的心態。想要使自己的成績進步，應該要進行更深入的研究與瞭解，多留意一些與概念有關的重要細節；要練習久坐，培養久坐的功夫“板凳坐個十年冷，一舉成名天下知”(不用十年啦!只要你們肯坐穩這一、二年，各位同學你們下半輩子的幸福大概就可以決定了^^)。這點倒可以跟場地獨立學習風格的同學多學學，他們仔細窮究、追根究底的紮實功夫，自然有其火候與效果，千萬不要小看。所以記得，給你們的建議是：成功的方法很簡單，從一數到十，一步都不要跳過。

(二)場地獨立[Field Independence (FI)]

需要獨立的學習環境、較適合自我探索式的教學法、能夠一個人專心於自己的課業上，需要較多個人自由學習的空間，不希望被打擾；很有自己的想法，不易受他人影響，讀書較有自己的規劃，較能照著自己的腳步慢慢前進，因之，從另一個角度來看，缺點就是太過以自我為中心，活在自己的想像世界裏，常常錯了還依然固我，認為自己的方法最好，陷入了盲點而不自知。優點則是較喜歡邏輯推理，喜歡自己思考理解，有較強的分析能力；對於學習的材料會分析的很詳細；卻可能會因為分析的太過詳細而較易失去大方向(也就是所謂的見樹不見林，譬如：看文章時常喜歡一直猛畫重點，紅的、綠的、藍的、螢光的，到最後可能因為畫了太多的重點，而常抓不住真正的文章主旨(失焦了)；解決之道就是讀第一遍時就是只看文章，不做任何記號，這樣才不會被陌生的單字、片語或複雜的文法結構困住，因而見小不見大，見樹不見林—這種類似“速讀”的方法可廣為運用在大量閱讀或用於課前預習—老師在你們還沒詳細講解字彙片語之前，也就是在你們還沒有開始上課就測驗這一課的閱讀理解，目的就

是讓你們嘗試一下“速讀”的臨場感，慢慢可以克服常被卡在那些不太熟悉或可能在整篇文章語義上不是很重要的詞彙上的困擾，逐漸掌握文章的整體理解及享受閱讀的流暢性。另一個你們可能納悶的現象是自己明明很用功，成績卻始終未見起色，可能原因之一就是因為平常看書都看得太細，太鑽牛角尖了，反而常常無法掌握到清楚明確的概念—上層架構，這點倒可跟另一種學習風格（場地依賴學習風格）的同學多學學，提醒自己多花點時間在“概念的建立及掌握”上。有時候能捨才能得，捨得捨得，一捨就得！取捨之間不妨用心體會，多加揣摩，對你會很有幫助的。改進之道無非就是盡可能的讓自己保持彈性（stay flexible），不要什麼事都太過清楚分明，讓灰色地帶寬一點，即增加對模糊的容忍度（ambiguous tolerance），多聽聽別人怎麼說，多看看別人怎麼做，說不定別人有更好的創意，更棒的點子，只要你願意就可以很快的複製後加入個人新的思維。有時一味的埋頭苦幹，只靠自己一個人單打獨鬥是很辛苦的！就算是打架也得找人幫忙一起打（群體戰術/合作協調），不是嗎？所以記得，給你們的建議是：抬頭苦幹！而用在讀書時，則要適時的提醒自己，能捨才能有得，捨得捨得，一捨就得。不要太鑽牛角尖，隨時注意還有沒有更上層的架構，因為只有抓得住每一層的架構，所有細節的學習與記憶才有意義，才可能有發揮的價值。

12. 我覺得本學期對於場地依賴(FD)與場地獨立(FI)學習風格的分類與介紹，是否符合我的學習風格？

1.符合 2.不符合 3.沒意見

若是符合，在那些方面符合：

若是不符合，在那些方面不符合：

13. 我覺得本學期對於場地依賴(FD)與場地獨立(FI)學習風格的介紹，對於英語閱讀策略的學習

1.有幫助 2.沒幫助 3.沒意見

若有幫助，在那些方面有幫助：

若是沒有幫助，理由是：

14. 我會建議老師在以後的英文課中讓學生有更多的機會，充分熟悉此場地依賴(FD)與場地獨立(FI)的學習風格

1.是 2.否 3.沒意見