(The researcher): How did you get the main idea of the English texts? Explain why.

(Reader A): Our teacher told us that you could usually find the main idea in the first and second paragraphs.

Based on the results of the interviews, some implications can be used for classroom teachers.

The reading syllabus for senior high school students concerning efficient reading strategies should be based on the notion that students learn to read best by reading. In other words, reading should aim at the readers’ flexibility using strategies to deal with their reading challenges and difficulties instead of solely understanding the text. In order to read efficiently students need more “fix it” strategies to make sense of the texts. Reading comprehension instruction should strike a balance between the “bottom-up” method and the “top-down” one. It is believed that reading strategies can be taught and trained by reading teachers. The empirical findings of this study will enable teachers to design an efficient and practical reading curriculum and effective instructional techniques for students.

References

**Appendix A: Interview Protocol Questions**

1. Do you have any Chinese reading challenges and problems right now? Why?
2. What kinds of Chinese texts are the most difficult to read right now? Why?
3. What do you do when you come to a Chinese paragraph you don't understand?
4. What do you do when you come to Chinese vocabulary you don't know?
5. How do you get to the most important part of a Chinese text? Explain why?
6. Do you have any English reading challenges and problems right now? Why?
7. What kinds of English texts are the most difficult to read right now? Why?
8. What do you do when you come to an English paragraph you don't understand?
9. What do you do when you come to English vocabulary you don't know?
10. How do you get to the most important part of an English text? Explain how?