

Postscript

After data collection, I still keep contact with the case study teachers. Their lives have undergone significant changes during the last 2 years.

Lynne has taken place of the Head of the Department and is currently in charge of the College English Department.

Jenny got married and became a mom. She was planning to resign the job and go abroad again for further study.

I have not heard from Sunny since last year. Hope she is doing well.

Appendices

Appendix A: The Interview Guide for Case Study Teachers

Section 1

I. Questions for information about the object and outcome of teaching

1. Which aspects of language do you think are most important to teach EFL reading?
2. What are your goals for teaching reading?
3. In your class, how did you set these goals and expectations?
4. What kinds of changes would you like to make in your teaching of reading?

II. Questions for information about the College English curriculum and test reform

1. Do you know about the recent reform of CET 4 and CET 6? If not, I can tell you about them.
2. Do you agree with these changes? Why or why not?
3. What kind of change do you think the reform will bring to EFL reading instruction (e.g. the goal and methods of reading instruction)? Are you willing to adapt your teaching to that change? And how?

III. Questions for information about the tools of their teaching

1. How do you prepare your lesson? Can you list the procedures and give rationale for each procedure?
2. Do you think your teaching methods are more 'bottom-up' or 'top-down'? What are the reasons for that? (Ask the teachers about the reasons politely if their answers of this question do not coincide with their classroom practice.)

3. According to your answer of Q22–Q24 in the previous questionnaire, what are your reasons for preferring certain kinds of text in your reading class?
4. What do you think of the role of the reading textbook in your teaching, facilitator or authority?
5. Which part of the New Horizon College English book do you think has reflected the previously mentioned reforms?
6. Which kind of tools do you prefer to use more in your teaching, blackboard or computer-based teaching? And why?
7. Do you often teach in English or Chinese? Which language is more effective for teaching reading?

IV. Questions for information about the rules and community of teaching

1. What are the formal standard reading instruction procedures proposed by the department?
2. What kinds of support the university or department has offered for teachers?

V. Questions for information about the division of labour in the class

1. What do you think of your students' roles in your class?
2. Do you think they cooperate in your class? If not, what do you think are the reasons for that?

VI. Questions for information about historical–cultural dimension

1. To what extent are your current beliefs about EFL reading instruction influenced by your past experiences of learning to read in EFL as a student?
2. To what extent are you current beliefs about EFL reading instruction influenced by your teaching experiences and teacher education? (adjust according to different teachers)
3. Can you give an example at a time that your teaching of reading was successful or unsuccessful? What do you think were the reasons for that?

Section 2

Dear teachers:

This is not a test. The following are cases of three EFL teachers (A, B, C). Facing specific situations in the foreign language classroom, they have different methods of teaching reading strategies. Please read the three cases and answer some questions.

- I.** Teacher A explicitly states which strategy is being taught and when it will be used. Then the teacher uses think-aloud protocol to reveal the reasoning in strategy use and his reading process step by step. After that, the teacher should guide learners to practise using the strategy.
- II.** At the initial stage, Teacher B explicitly models the process of using of reading strategies, explaining when, why and how to use these strategies. Then he

coaches learners to apply a strategy to a text. After the learners become acquainted with the strategies and the procedures, they take turns leading the group discussion and practise the strategies in other texts. Meanwhile, the teacher offers guidance and feedback according to their needs and gradually reduces the assistance until the students can apply the strategy.

III. Firstly, Teacher C explains and models effective strategies. Then the teacher coaches students to use strategies and teach them potential strategic choices. At the third stage, both teachers and students explain to one another how they use strategies to process text and have dialogue about text. Strategy instruction occurs throughout the school year.

Interview Questions

I. Questions for information about the tools of teaching

1. After reading the above narrations about teachers A, B and C, which one or ones do you identify with your classroom practice? What do you think the potential benefits (weaknesses) of these three teachers' methods?
2. To what extent is there a mismatch between your ideal way of teaching reading strategy and your classroom practice? What are the reasons for this gap?
3. What do you think of the design of the part 'Reading Skills' in the textbook?

II. Questions for information about objects of teaching

1. What are the motives for you to teach reading strategies and what outcomes do you expect?
2. According to your answers of Q9–Q16 in the previous questionnaire, which item(s) do you think you need to improve?
3. According to the recent reform of CET 4 and CET 6, what kind of reading strategies do you think will be more helpful for preparing students for these exams?

III. Questions for information about the division of labour in teaching

1. Please describe your role of an EFL reading teacher in the process of teaching reading strategies.
2. Please describe the role of your students in the process of teaching reading strategies.
3. What are your expectations of their roles?

IV. Questions for information about the rules and community of teaching

1. According to your answers of Q37–Q38 in the previous questionnaire, what kind of support would you like to get from the department for teaching reading strategies?

V. Questions for information about the historical–cultural dimension

1. According to Q2–Q4 in the previous questionnaire, to what extent are your current beliefs about teaching reading strategies influenced by your teaching experiences and teacher education?

2. Can you give an example at a time that your teaching of reading strategies was successful or unsuccessful? What do you think were the reasons for that?

Thank you for your time and cooperation!

Appendix B: The Interview Guide for the Head of the Department

1. What are the goals for the course *New Horizon College English* set by the Department?
2. What are the formal standard reading instruction procedures proposed by the school?
3. What are the defined standards of a good teacher in this department?
4. What are the measures or policies for teacher management in this department?
5. Do you know about the latest reform of CET 4 and CET 6?
6. How did this department implement the reform?
7. Do you know about the policies of the latest College English curriculum reform?
8. How did the department implement the new curriculum?

Appendix C: The Interview Guide for the Focus Group Interviews with Students

I. Questions for information about the object and outcome of the course

1. Tell me about what kind of goals do you want to achieve from EFL reading class. What might be the reasons for making this kind of goals?
2. Tell me about the difficulties, if any, you have in EFL reading.
3. What do you think of the usefulness of teaching reading strategies?
4. Do you feel you have successfully learned the reading strategies you have been taught? If not, what might be the problems?
5. Which aspect of your teacher's teaching in your reading class do you like? Which aspect of the teaching do you want your teacher change or improve?

II. Questions for information about the CET test reform

1. Do you know about the recent reform of CET 4 and CET 6? If not, I can tell you about them.
2. How do you feel these changes? And why?

3. What kind of adaptations do you want your teacher to make in reading class to prepare you for the reform of the exams?

III. Questions for information about the tools of the course

1. Tell me about your understanding of the role of the reading textbook in reading class.
2. What do you think of the New Horizon College English book and the part 'Reading Skills'?
3. Do you prefer to be taught by learning about vocabulary and grammar of the text first and then the general idea? Or do you like to learn about the general idea of the text first and then focus on vocabulary and grammar? And why?
4. Tell me what do you think of your teacher's method and frequency of teaching reading strategies.
5. Which language do you think is more effective for teaching and learning reading, English or Chinese? And why?

IV. Questions for information about the rules and community of the course

1. What do you think of the learning environment in your university?
2. What kinds of support do you want from the university or teachers?

V. Questions for information about the division of labour of the course

1. Please describe the role of an EFL reading teacher.
2. Please describe the role of students in the class.
3. Do you think you have enough opportunities to interact with the teacher and other students in the class? What kind of interactions do you prefer? And why?

VI. Questions for information about historical-cultural dimension

1. To what extent are your current beliefs about EFL reading instruction influenced by your past experiences of learning EFL reading or by other factors, if any?
2. To what extent are your current beliefs about EFL reading strategies influenced by your past learning experiences or by other factors, if any?
3. Tell me an example of a time when the EFL reading class was successful or unsuccessful. What do you think were the reasons for that?

Bibliography

Lantolf, J. P. (2006). Sociocultural theory and L2: State of the art. *Studies in Second Language Acquisition*, 28(01), 67–109.